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AN INDEPENDENT STUDY PROJECT FOR GIFTED UNDERACHIEVERS. FINAL REPORT.

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THE STIMULATION OF BRIGHT UNDERACHIEVERS WAS THE GOAL OF A PROJECT CONDUCTED IN NINE FLORIDA HIGH SCHOOLS WITH A SAMPLE OF 44 EXPERIMENTAL AND 40 CONTROL GROUP STUDENTS. BRIGHT UNDERACHIEVERS WERE DEFINED AS STUDENTS WHO HAD SCORED ABOVE THE 75TH PERCENTILE ON THE SCHOOL AND COLLEGE ABILITY TEST IN THE NINTH GRADE, BUT WHOSE GRADES AVERAGED "C" OR BELOW IN THE 10TH AND 11TH GRADES. BECAUSE THE STUDENT'S ATTITUDES AND PERSONALITY WERE FELT TO BE RELATED TO HIS UNDERACHIEVEMENT, THE PROJECT SET UP A STUDY PROGRAM WHICH PROVIDED READING AND WRITING EXERCISES TO ENCOURAGE THE STUDENT TO THINK ABOUT HIS INTERESTS AND ABILITIES, VOCATION, AND PHILOSOPHY OF LIFE, AND TO ADVANCE HIS GENERAL KNOWLEDGE. IT WAS ANTICIPATED THAT THE EXPERIMENTAL GROUP WOULD IMPROVE THEIR PERSONALITY CHARACTERISTICS, SELF-ESTIMATE, AND SELF-INSIGHT, AND HAVE A HIGHER GRADE POINT AVERAGE. CHANGE WAS MEASURED BY INVENTORIES ADMINISTERED BEFORE AND AFTER AN 8-MONTH EXPERIMENTAL PERIOD. RESULTS SHOWED THAT WHILE THE EXPERIMENTAL GROUP SHOWED IMPROVEMENT IN TWO OF 18 TEST VARIABLES, THE CONTROL GROUP IMPROVED IN TWO OTHERS. ON THE SELF-ESTIMATE SCALE THERE WAS NO DIFFERENCE BETWEEN GROUPS. THE EXPERIMENTAL GROUP SHOWED SOME IMPROVEMENT IN SELF-INSIGHT AND ACADEMIC ACHIEVEMENT, BUT NO GAIN OVER THE CONTROL GROUP. AN EXAMPLE OF THE CURRICULUM IS INCLUDED. (DK)

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AN INDEPENDENT STUDY PROJECT FOR GIFTED UNDERACHIEVERS:

"PROJECT SELF DISCOVERY"

August, 1967

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AN INDEPENDENT STUDY PROJECT FOR GIFTED UNDERACHIEVERS

Project No. 6-1334
Contract No. OEC 2-6-061334-0606

William Watson Purkey, Sr.

August, 1967

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CHAPTER I

INTRODUCTION TO THE STUDY

Programs for the gifted have focused primarily on the intellectual development of the achieving student. By contrast, the study here reported focused its attention primarily on the personal and social development of the bright high school underachiever--the student with high ability but whose performance is significantly below his potential as measured or demonstrated.

The Problem

While a large majority of bright and gifted high school students are superior to intellectually average students in academic work, a persistent problem in education has been posed by those students whose measured or demonstrated aptitudes indicate superior intellectual ability but who are doing poorly in school. These students, referred to as "bright underachievers," function below their ability year after year and are thought to turn out as relatively non-productive members of adult society. In this study, a bright underachiever is defined as a person:

> with superior ability . . . whose performance as judged by grades or achievement test scores, is significantly below his measured or demonstrated aptitudes or potential for academic achievement.[1]

These students, whose extraordinary potential is not being fulfilled, represent a tremendous loss to society.

Research indicates that the tendency toward underachievement stems from difficulties in personal and social adjustment. The nature of these difficulties has been evolved from research and investigation of chronically underachieving students. These difficulties have been isolated and catalogued by a number of researchers (Terman & Oden (25), Pierce & Bowman (17), Shaw (22), Mehorter (13), and include such interrelated characteristics as inadequate social and family relationships, an inability to persevere, a lack of integration to goals, a negative self-concept, and a negative outlook on life. The present

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[1] Guidance for the Underachiever of Superior Ability: U.S. Dept. of Health, Education and Welfare Bulletin, 1961, No. 25. OE 25021.

researcher distilled these problem areas into five major categories, namely:

I. Problems associated with lack of self-confidence.

II. Problems associated with inadequate social relationships.

III. Problems associated with lack of perseverance.

IV. Problems associated with inadequate expression.

V. Problems associated with an inadequate philosophy of life.

These problems served as foci for a multi-unit independent study program built around the difficulties which the bright underachiever is recognized to experience.

Exactly stated, the problem of this study was the preparation and evaluation of an experimental independent study correspondence-style project, Project Self Discovery, for bright underachievers, designed to promote their social and personal development.

Related Research

A review of findings on the nature of underachievement indicates that its characteristics are identifiable and relatively stable over long periods of time.

Terman and Oden (25) present clear evidence that the personality traits which differentiate the achiever from the underachiever are present from early childhood. As part of their famous longitudinal studies on the gifted child, Terman and Oden compared 150 men who had produced a poor level of achievement with 150 highly successful men. Self-ratings and ratings by wives and parents agree on four characteristics which differentiate the bright underachiever, namely:

1. Lack of self-confidence.

2. The inability to persevere.

3. A lack of integration to goals.

4. The presence of inferiority feelings.

These findings are echoed in more recent studies.

In a comprehensive review of the literature on underachievement up to 1957, Gowan reported the following factors as differentiating between achieving and non-achieving gifted students:

1. Clearness and definiteness of academic and occupational choices versus the opposite.

2. Strong ego controls and strength versus weak ones.

3. Socialization and social interaction versus withdrawal and self-sufficiency.

4. Good use of time and money versus lack of such habits.

5. Reading and arithmetic ability versus lack of such habits.

6. Positive character integration versus neurotic tendency.

7. Permissiveness, intraception, and creativity versus authoritarianism.

8. Some tension in task demands in childhood (the imposition by parents of goals which are clear and possible to attain) versus either no goals or impossible ones.

9. Maturity, responsibility, and seriousness of interests versus opposites.

10. Awareness of and concern for others versus disinterest.

11. Dominance, persuasiveness, and self-confidence versus their opposites.

12. Enthusiasm, socialized activity-oriented view of life, versus their opposites.

Such characteristics were identified again in a 1960 review of underachievement by Gallagher (4).

As part of his 1960 review, Gallagher offered a composite portrait of the underachieving gifted child:

1. The underachieving child grows up in, or belongs to, a cultural group which does not value education, independence, or individual achievement.

2. He has poor parental relationships, in which the parents, especially the father, either show limited interest in academic matters or try to put undue pressure on their children to succeed.

3. These children will be faced by teachers and other school officials who ask them to meet standards of behavior which are not possible for them, and who treat these children, in many ways, as their parents do. The children thus place the teacher and the school in the same authority category as parents and reject them and their program.

4. The school, in its attempt to deal with these nonconforming and angry children, is likely to take more strict and repressive measures, which will turn the children even more emphatically against the school.

These and other reports (Gough [5], Pierce [16], Nason [14]) indicate the complex dynamics of underachievement. Yet a central element in most of the research appears to be that bright underachievers exhibit a deeply embedded lack of confidence in themselves and in their environment. Shaw's 1961 study is a good example of this.

Shaw (22) identified bright underachieving students in grades, four, seven, and ten in a large number of schools in California. Children who measured 120 plus on a standardized group test of mental ability were identified as academically talented. Those who maintained an academic average of "C" or below were labeled "underachievers," while those with "B" or better were labeled "achievers." Results indicated that the underachievers exhibited greater negative self-concepts and more negative outlook on life.

In a review of recent research dealing with relationship between self concept and academic achievement, Purkey (20) reported over thirty recent studies which showed significant relationships between a student's concept of himself and his performance in school.

Research on Self-Insight and Adjustment

A basic assumption of Project Self Discovery is that when the bright underachiever gains a better understanding of himself and the dynamics of human relations, he will be better able to deal effectively with his particular problems of adjustment. This assumption is supported by a study by Ojemann.

Ojemann (15) developed a long-range human relations program at the University of Iowa's Laboratory School extending from grades one through twelve and based on the hypothesis that as students acquire a knowledge and understanding of behavioral dynamics, mental health tends to be improved and mental ill-health prevented. In high school, special units were designed to supplement regular curriculum by building a human relations emphasis into the entire curriculum. Experiences were designed to provide the youth with a knowledge and understanding of various behavior problems and relating this information to the adjustment problems of the student himself. The results of this program indicated that, when experimental and control groups were compared, the experimental students showed significantly less authoritarianism.

Research on Independent Study

Research findings have been consistent in reporting that correspondence-style, independent study courses are successful, and that there is an increasing acceptance of this type of educational fare by secondary school personnel. In a summary of research on correspondence study, Childs (2) reported that students who enrolled in correspondence study were generally above average in intelligence, that their achievement was satisfactory, (i.e., performance of correspondence students was at least as high as that of students in residence) and that there was a high percentage of completions on the part of students. Thus, it appears that correspondence study approach to learning is appropriate for bright under-achieving high school students, and that it seems to provide an effective supplement to other educational efforts at the secondary level.

In summary, Project Self Discovery was planned according to an explicit theory of education for the gifted, namely that (1) education should systematically broaden and deepen the bright student's experience in both intellective and non-intellective areas beyond normal school fare, and (2) the responsibility and commitment of the student in his own education should be maximized.

Objectives

The broad objective for the project was to produce and test an independent study project designed to enhance the personal and social adjustment of bright but under-achieving high school students. The project materials were constructed to supplement and enrich, rather than

supplant, regular school offerings and to reverse the usual teacher-student ratio in the learning process. The completed course is suitable for use in supervised[2] or unsupervised[3] correspondence study or in direct study under the direction of teachers, guidance counselors, and other professional workers in public and private high schools as they work to assist bright underachievers in the area of personal and social adjustment.

Specifically, the objectives are to provide bright underachievers with an independent study program which will:

1. Improve general attitudes toward self through providing reading and writing exercises designed to promote the thought that the student is capable and adequate and is someone who really counts.

2. Increase general level of personal and social adjustment through a series of reading and writing exercises based on a select body of behavioral science principles dealing with interpersonal relations, feelings, perceptions, individual differences, self-confidence, and self-discipline.

3. Promote accuracy of self-insight by providing numerous experiences for the student to make an objective appraisal of his interests and abilities, his potential vocations, and his philosophy of life.

4. Advance general education of student by exploring the importance of literature in self-understanding and by considering books and how to read them. A special section on study techniques was included.

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[2]Supervised correspondence study is used here to represent that procedure in which the local school, probably the guidance department, obtains Project Self Discovery and provides regular class time for study, helps the student to understand the material, and serves as "project counselor."

[3]Unsupervised correspondence study is the procedure where the student's work is accomplished in a manner relatively independent of the school. The student obtains Project Self Discovery directly from home study centers and returns the completed lessons directly to the center for critique. The school counselor's perception of his role in this process will determine his involvement.

Hypotheses

The following hypotheses were tested:

Hypothesis I: The experimental group will score higher (more favorably) on CPI test-estimated personality characteristics after being exposed to Project Self Discovery.

Hypothesis II: The experimental group will score higher (more favorably) on CPI test-estimated personality characteristics after being exposed to Project Self Discovery than will a control group.

Hypothesis III: The experimental group will score higher (more favorably) on SRI self-estimated personality characteristics after being exposed to Project Self Discovery.

Hypothesis IV: The experimental group will score higher (more favorably) on SRI self-estimated personality characteristics after being exposed to Project Self Discovery than will a control group.

Hypothesis V: The experimental group will evidence more accurate self-insight (as measured by CPI-SRI congruence) after being exposed to Project Self Discovery.

Hypothesis VI: The experimental group will evidence more accurate self-insight (as measured by CPI-SRI congruence) after being exposed to Project Self Discovery than will a control group.

Hypothesis VII: The experimental group will significantly increase their grade-point average after exposure to Project Self Discovery.

Hypothesis VIII: The experimental group will significantly increase their grade-point average after exposure to Project Self Discovery over that of a control group.

CHAPTER II

THE PROCEDURES

The research here reported was divided into two phases: (1) preparation of Project Self Discovery materials, and (2) evaluation of their efficacy.

Preparation

Project Self Discovery is composed of twelve discrete but interrelated chapters. (Please see Appendix A.) Each of the twelve chapters consists first of a relevant reading dealing with such topics as interpersonal relations, self confidence, individual differences, feelings, and self discipline. The reading is designed to point out the personal significance of the unit to the student and to enlighten the student about himself, his perceptions, and his relations with others. Each of the twelve readings is followed by a "Self Discovery Exercise" (SDE) writing assignment, designed to involve the student actively in Project Self Discovery and to provide immediate reinforcement for the ideas presented in the reading. These reading and writing exercises deal with real and pressing problems of the student as identified by research literature. Further, they try to be deliberately entertaining and humorous through the use of cartoons, check-lists, photographs, self-inventories, projective devices, and other materials.

The readings and SDE's of Chapter 1 serve to introduce Project Self Discovery to the student and to provide him with initially successful experiences with the work. Chapter 2 concerns itself with increasing student knowledge of the nature of perception, thereby encouraging the student toward greater flexibility and the realization that naive perceptions can be misleading. Chapters 3 and 4 deal with perceptions toward self and others, showing the student the origin and development of self attitudes and their influence in interpersonal relations and individual accomplishment. Chapters 5-7 relate to self-confidence, use of abilities, and techniques of success. Their purpose is to show the student that he is capable of responsible independence and accomplishment, and to give him some guidelines to follow in accomplishing these ends. Chapters 8, 9, and 10 deal with the processes of communication, pointing out the roles of literature, art, and personal styles in communication and showing the student the importance of communicating meaningfully with others. The final two chapters, Chapters

11 and 12, focus on the student's emerging value system, his philosophy and his goals in life. The purpose of these last two chapters is to have the student look at his own belief system objectively and to have him consider favorable directions for the future.

Together, the twelve chapters provide an organized sequence of perceptual experiences, in which the student actively participates, organized around the problems which bright underachievers typically encounter.

Each Self Discovery Exercise (SDE) may be easily removed from the Project manual (for easy handling, the twelve chapters were bound together in plastic loose-leaf binders) and submitted to a "Project Counselor" who may be a school counselor, a teacher, a school psychologist, or a university home study counselor by mail. The Project Counselor serves as a sympathetic reader, or foil, against which the student reflects his ideas and feelings. It is not what the counselor writes or says to the student that is important, but rather what the student thinks and writes about himself. The Project Counselor should be client-centered in a Rogerian sense. After the Project Counselor reads the SDE's, he returns them to the student so that the student may replace them in the Project manual for future reference. During the experimental period of evaluation, the principal investigator served as Project Counselor for all 44 students in the experimental group.

In keeping with a basic assumption of this investigation, (i.e., that the tendency toward underachievement stems from negative self-attitudes), every effort was made to minimize threat and maximize respect. For example, there were no grades given in the Project. There were no time limits (which meant that many experimental subjects did not complete the Project during the eight months of the experimental period; however, students continued on the Project beyond the period of the experiment), no tests, no requirements. Further, all students volunteered for the Project, and once they volunteered, their writings were held in strict confidence by the Project Counselor. In every way, Project Self Discovery attempted to convince the student that he is a person of worth and dignity and is capable of coping successfully with life.

Evaluation

General Design

Comparisons of the adjustive capacities of a group of bright but underachieving high school students were made before and after an experimental period in which they were enrolled in the Project. Comparisons with a control group were also made. Efforts were put forth to ascertain differences on three interrelated, non-intellectual variables considered to be factors in personal and social adjustment, namely: (1) test evaluations of personality characteristics as determined by the California Psychological Inventory[1] (CPI), a standardized personality inventory; (2) self-evaluations of the same personality characteristics as determined by the Self Ranking Inventory[2] (SRI), and (3) self-insight, here measured by the congruence between subject's CPI test evaluations (1), and his SRI self-evaluations (2). Each of the three variables were shaped into two hypotheses as foci for the investigation, along with two additional hypotheses covering academic grade-point average. Grade-point averages of experimental and control groups were obtained before and after the experimental period of the study.

Instruments

California Psychological Inventory, CPI

The CPI is described by its publishers as " . . . a 480 item true-false questionnaire with 18 standard scales designed to measure personality characteristics significant in the daily living and social interaction of normal persons."[3] Of the 18 scales, 14 were developed

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[1]Harrison C. Gough, California Psychological Inventory (Palo Alto, California, Consulting Psychologists Press, Inc., 1956).

[2]The "Self Ranking Inventory" is an instrument designed by the investigator, the categories of which parallel those of the CPI. Copy in Appendix B.

[3]Harrison Gough, Manual for the California Psychological Inventory (Palo Alto: Consulting Psychologists Press, Inc., 1956), p. 1.

by the empirical method, and thus are not limited by the adequacy of preconceived ideas of how certain types of people will answer the items. In concept and general format, the CPI is similar to the Minnesota Multiphasic Personality Inventory[4] except that its emphasis is on positive and favorable aspects of personality.

In order to emphasize the psychometric and psychological clusterings which exist among the total set of 18 standard scales, the scales have been grouped by the author of the instrument[5] under four broad categories. These categories and their scales are presented herewith.

Class I. Measures of poise, ascendancy, and self-assurance

1. Do Dominance
2. Cs Capacity for status
3. Sy Sociability
4. Sp Social presence
5. Sa Self-acceptance
6. Wb Sense of well-being

Class II. Measures of socialization, maturity, and responsibility

7. Re Responsibility
8. So Socialization
9. Sc Self-control
10. To Tolerance
11. Gi Good impression
12. Cm Communality

Class III. Measures of achievement potential and intellectual efficiency

13. Ac Achievement via conformance
14. Ai Achievement via independence
15. Ie Intellectual efficiency

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[4]S. R. Hathaway and J. C. McKinley, Minnesota Multiphasic Personality Inventory (University of Minnesota Press, 1943).

[5]Gough, op. cit., p. 7.

Class IV. Measures of intellectual and interest modes

16. Py Psychological-mindedness
17. Fx Flexibility
18. Fe Femininity

The CPI was chosen for this study over a number of other personality inventories because it fitted most nearly the demands of the problem, namely: (1) that the test items should be subtle (i.e., not obviously related to the personality characteristic being evaluated), (2) that the test should offer standard scores and norms, (3) that the test should be suitable for use with adolescents, and (4) that the scale descriptions should permit duplication in the form of a self-ranking inventory.

Self-Ranking Inventory, SRI

The SRI was designed by the investigator in order to obtain professed self-evaluations from all subjects which would be directly comparable with scale rankings earned by the same subjects on the 18 variables of the CPI.

Abbreviated descriptions of each of the 18 variables of the CPI, taken as exactly as possible from brief scale descriptions[6] devised by the author of the test, comprised the substance of the SRI.

Each subject taking the SRI received written instructions to estimate his own percentile rank on each variable as compared with ". . . other young people your age and sex." The directions further state: "Boys should compare themselves with boys in general, regardless of ability or how well school work is done. Girls should compare themselves with girls in general in the same manner: same age, without reference to ability or class rank in school."

After each of the 18 definitions appears a linear scale subdivided into percentiles from 0 to 100 on which subjects were directed to ". . . read each description and then place an "X" somewhere on the scale to indicate how you think you compare with other young

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[6]"Brief descriptions of scales and scale groupings on the California Psychological Inventory," mimeographed paper presented to the investigator by Dr. Harrison Gough, author of the California Psychological Inventory.

people your age and sex." This technique is based on the assumption that high school students are familiar with percentiles and understand this system of ranking.

Test-retest correlations, averaging .68, were obtained by administering the SRI to a special group of high school subjects not connected with this research (N = 22) on two occasions, eight days apart.

Subjects

In order to obtain a representative sample of able but underachieving high school subjects for this study, it was necessary to obtain intelligence test scores and academic performance data on a much larger population and then to select, according to previously chosen requirements, the subjects needed. The student records of all 10th and 11th graders in nine widely distributed Florida high schools were screened for those students who scored above the 75th per centile on national norms on School and College Ability Test SCAT (full scale) in the 9th grade but whose average performance in the four academic subjects (math, English, science, history) was "C" (2.0) or below.

The nine Florida high schools involved in this study were selected for their wide geographic distribution, their dissimilarity in size and location (urban or rural), and their willingness to participate in Project Self Discovery research. The schools, along with their locations and number of teachers, were:

Name	Location	No. of Teachers
1. Gainesville High School	Gainesville, Fla.	95
2. P.K. Yonge Laboratory School	Gainesville, Fla.	38*
3. Madison High School	Madison, Fla.	22
4. Cocoa Beach High School	Cocoa Beach, Fla.	78
5. Miami Jackson High School	Miami, Fla.	90
6. Winter Haven High School	Winter Haven, Fla.	78
7. Newberry High School	Newberry, Fla.	18

*secondary school teachers only

Name	Location	No. of Teachers
8. Leesburg High School	Leesburg, Fla.	62
9. Douglass High School	Live Oak, Fla.	20

From the nine high schools selected, approximately 160 students were identified as bright underachievers on the basis of 9th grade SCAT scores above the 75th percentile on national norms and whose 1965-66 average achievement on four academic subjects was "C" or below. One hundred twenty of these students were randomly selected and placed into experimental and control groups in equal numbers. Lists of these student subjects, by group, were prepared by school and the lists were used to contact the selected students and to ask them if they would please volunteer to participate in a University of Florida "growth study." Students were told only that the study might entail some personality testing and perhaps some exposure to materials. Of 120 initial contacts, 104 subjects volunteered for the project, had permission slips signed by their parents and returned, and permitted themselves to be tested.

In October, 1966, all subjects were tested with the California Psychological Inventory and the Self Ranking Inventory. During the same month the subjects of the experimental group were introduced to Project Self Discovery and asked to undertake the project. They were instructed to read each chapter and complete the "Self Discovery Exercises" (SDE's). Then they were to mail the SDE to the "Project Counselor" (in this case the principal researcher) in the stamped and addressed envelopes provided for that purpose. The students were told that the Project Counselor would serve as a sympathetic reader* and would return the SDE's to the student.

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*The assumption behind this is that the Project Counselor would be client-centered. The important aspect of the SDE's was what the student thought and wrote about himself, not what the Project Counselor might write. The Project Counselor's remarks on the margins of the SDE's took the form of additional questions ("Why is this, John?"), neutral comments ("I think I understand"), mild positive reinforcers ("It's good to hear from you again, Sally"), or clarifications ("Do you mean that everyone feels this way?").

It was further explained to each student that there were no time limits in Project Self Discovery, no grades, no evaluations, no pressures, and that the student should complete an SDE when he felt like it.**

In May, 1967, at the conclusion of the eight-month experimental period, the subjects in the experimental and control groups were again administered the California Psychological Inventory and the Self Ranking Inventory. Nine students of the original experimental group and eleven students in the original control group could not be post-tested because of continued absences, illness, withdrawing from school, or moving to other states. This attrition left a final experimental group of 44 and a control group of 40.

Comparison of Groups

Chronological Age

As of June 1, 1967, the mean age of the experimental group was 16 years, 4 months, and the SD was 7.8 months. For the control group the mean age was 16 years, 8 months, and the SD was 9.3 months. (t = 1.89, not sig. at .05)

Level of Education

All experimental and control subjects were either in the 10th or 11th grade of high school. There were 29 experimental subjects and 23 control subjects in the 10th grade, and 15 experimental subjects and 17 control subjects in the 11th grade.

Grade Point Average

The grade point average of the experimental group on the four basic subjects during 1965-66 was 1.65 with a SD of .26. This compares with a grade point average of the control group on the four basic subjects

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**Although this procedure resulted in many students not completing the project during the eight-month experimental period, SDE's continued to arrive by mail after the experimental period ended. From October, 1967, through May 15, 1967, students in the experimental group completed and submitted 293 SDE's, averaging 6.7 SDE's per student.

during the same period of 1.52 with a SD of .30. (t = 1.17, not sig. at .05)

Academic Aptitude

As measured by performance on the School and College Achievement Test, SCAT, the experimental and control groups ranked significantly above average on national norms: (Experimental: M = 81.0 percentile, SD 8.43) (Control: M = 79.8 percentile, SD 8.60). (t = 0.62, not sig. at .05)

Social Class Status

Occupations of fathers or guardians for the experimental and control groups were compared according to the Minnesota Scale for Paternal Occupations,[7] also known as the Goodenough-Anderson Scale. On this scale, the highest socioeconomic class is ranked one, the lowest seven, in the following manner.

Class 1 includes professional persons; Class 2, managerial and semiprofessional; Class 3, retail businesses and skilled trades; Class 4, farmers; Class 5, semiskilled occupations, minor clerical positions and minor businesses; Class 6, slightly skilled trades and other occupations requiring little training; and Class 7, laborers. Table 2.1 presents the socioeconomic status of experimental and control groups.

Sex

In the experimental group there were 22 males and 22 females. This compares with 25 males and 15 females in the control group.

Urban-Rural

In the experimental group there were 30 subjects from urban schools and 14 subjects from rural schools. This compares with 26 subjects from urban schools and 14 from rural schools for the control group.

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[7]The Minnesota Scale for Paternal Occupations (Institute of Child Welfare, University of Minnesota, n.d.).

TABLE 2.1

Socioeconomic status of experimental and control subjects as ranked by the Minnesota Scale for Paternal Occupations.

Class	Status	Experimental Group N	Experimental Group Percentage	Control Group N	Control Group Percentage
Upper	1	5	11%	4	10%
	2	13	30%	8	20%
Middle	3	21	48%	17	42%
	4	3	7%	3	8%
	5	2	4%	6	15%
Lower	6	0	0%	2	5%
	7	0	0%	0	0%
TOTALS		44	100%	40	100%

Method of Statistical Analysis

All computations for this study were carried out using the University of Florida IBM 0/S 360/50. Since the data were initially collected in non-comparable form (SRI in percentiles and CPI in raw scores), it was necessary to transform the data. The McCall's T form was selected using a table of the normal probability integral, normalized standard deviate equivalents, z, were computed for all percentile values from 1 to 99. These values were inserted into the transformation formula

$$T = 50 + 10z$$

in the instances of the SRI values. To transform the CPI raw score values, z was computed using the national norm values for the means μ, and the standard deviations, σ, for each of the 18 subtest when $z = \frac{x - \mu}{\sigma}$

As for the SRI values, the obtained z was then inserted into the equation.

To test the various hypotheses, it was necessary to compute certain statistical distribution values from the

transformed T's. Following the principle of Lord (12), a line of best fit was computed for the pre-treatment values and then the deviation of post-treatment values from the pre-treatment projected value was determined for all subjects. These resulted in deviation distributions for each of the 18 subtests of the SRI and the CPI for the treated and non-treated groups.

The various subsorts were formed using punch card data and a high speed sorter. As was appropriate, various sample mean deviations were computed as well as the sample standard deviations of the deviation data. The resulting values were tested for significance of difference from zero. When it was appropriate to compare the treated and the non-treated groups, homoscedasticity of sample variances was tested. In the rare instance where this property was not the case, the t-statistic was computed using the pseudo-t-statistic as presented by Wyatt and Bridges (28) as well as the computed necessary degrees of freedom. The obtained t-test values for each of the necessary group comparisons on each of the subtests are shown in Table 3.5.

CHAPTER III

THE RESULTS

The results of this study are considered in two parts: (1) testing the hypotheses stated in Chapter I, and (2) other salient results. Where hypotheses are accepted in the following analyses, caution must be taken in drawing implications due to the fact that positive results are often based on one or two of 18 variables considered.

Testing the Hypotheses

Hypothesis I

Hypothesis I held that the experimental group would score higher (more favorably) on CPI test-estimated personality characteristics after being exposed to Project Self Discovery. There is evidence to support this hypothesis and it is accepted.

Table 3.1 lists the CPI sub-scale pre-test and post-test T-score mean and standard deviation for both the experimental and control groups. t-values shown on this table indicate the probability that differences between means are statistically significant. Column 3 t-values indicate that the experimental group improved significantly on two of 18 CPI variables: Dominance, whose purpose, according to the CPI manual, is to assess factors of leadership ability, dominance, persistence and social initiative, and Psychological Mindedness, whose purpose is to measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

Hypothesis II

The second hypothesis of the study stated that the experimental group would score higher (more favorably) on CPI test estimated personality characteristics after being exposed to Project Self Discovery than would a control group. There is evidence to support this hypothesis and it is accepted.

Column 7 t-values in Table 3.1 indicate that the experimental group significantly improved on the

TABLE 3.1

CHANGES IN MEAN T-SCORE FOR CPI SUB-SCALES
FROM PRE-TEST TO POST-TEST

	CPI Sub-scale	Experimental Group (1) Pre-test Mean	(1) Pre-test SD	(2) Post-test Mean	(2) Post-test SD	(3) t	Control Group (4) Pre-test Mean	(4) Pre-test SD	(5) Post-test Mean	(5) Post-test SD	(6) t	(7) t
I	Do	51.9	11.2	53.8	11.1	2.03*	52.2	11.6	53.1	13.1	0.71	0.69
	Cs	51.7	9.1	51.3	9.6	-0.29	53.2	9.7	54.7	10.6	1.13	-1.06
	Sy	52.3	10.0	53.6	11.2	1.11	53.8	9.4	56.2	9.3	2.74***	-0.73
	Sp	51.2	9.3	52.2	11.5	0.80	53.4	12.0	55.4	11.2	1.45	-0.55
	Sa	55.4	9.7	56.4	9.5	0.73	55.7	9.8	56.9	11.8	0.97	-0.18
	Wb	46.2	10.5	45.9	11.8	-0.22	48.3	10.2	47.8	13.1	-0.47	0.12
II	Re	51.4	9.0	52.4	8.8	1.18	49.3	11.2	50.1	11.8	0.58	0.18
	So	46.8	11.5	44.5	11.9	-1.51	45.8	12.9	44.2	13.3	-1.21	-0.39
	Sc	44.9	9.0	44.8	10.6	-0.02	46.1	8.8	46.5	9.9	0.44	-0.31
	To	40.7	9.6	51.8	9.9	1.87	51.7	9.4	52.9	11.3	1.22	0.53
	Gi	44.0	8.9	45.7	9.9	1.79	47.1	8.5	47.5	9.3	0.43	0.95
	Cm	53.1	6.2	50.5	12.9	-1.51	51.0	11.0	49.9	13.0	-0.30	-0.95
III	Ac	48.0	9.9	47.5	11.4	-0.46	48.4	9.8	49.9	11.4	1.57	-1.36
	Ai	52.2	9.4	53.5	9.9	1.18	54.2	10.7	57.1	10.6	2.56**	-0.97
	Ie	52.1	10.8	52.5	9.2	0.33	52.2	9.7	53.8	10.8	1.58	-0.63
IV	Py	49.5	8.4	53.2	9.3	2.75***	52.6	10.7	52.7	9.8	0.09	2.10*
	Fx	53.9	11.8	52.3	11.4	-0.47	54.3	10.6	55.5	11.0	1.05	-1.05
	Fe	59.2	13.9	60.4	15.0	0.84	56.9	14.6	54.8	15.1	-1.65	1.71

* $P < .05$
** $P < .02$
*** $P < .01$

Psychological Mindedness variable over that of the control group. This was the only significant gain by either group which was significantly greater than the gain on the same variable by the other group.

As may be seen from Table 3.1, Column 6 t-values indicate that the control group showed significant improvement on two CPI variables: Sociability, which is used, according to the CPI Manual, to identify persons of outgoing, sociable, participative temperament, and Achievement via Independence, whose purpose is to identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors. Therefore, while the experimental and control groups each showed gains in two of 18 CPI variables, it should be noted that the scales reflecting such gains were different for each group. This will be discussed in Chapter IV.

Hypothesis III

Hypothesis III maintained that the experimental group would score higher (more favorably) on SRI self-estimated personality characteristics after being exposed to Project Self Discovery. There is evidence to support this hypothesis and it is accepted.

Table 3.2 provides a comparison of SRI t-score means and standard deviations between pre-test and post-test for experimental and control groups. Column 3 t-values indicate the experimental group showed significantly higher self-estimates on one of 18 characteristics; Self Control, defined in the CPI Manual as self-regulation and the freedom from impulsivity and self-centeredness, characteristic of persons who are not given to acting on the spur of the moment.

Hypothesis IV

The fourth hypothesis of the study held that the experimental group would score higher (more favorably) on SRI self-estimated personality characteristics after being exposed to Project Self Discovery than would the control group. There is no evidence to support this hypothesis and it is rejected.

Column 7 of Table 3.2 indicates no gain in self-estimated personality characteristics by either the experimental or the control group was significantly greater than the gain reported for the other group.

TABLE 3.2

CHANGES IN MEAN T-SCORE FOR SRI SUB-SCALES
FROM PRE-TEST TO POST-TEST

SRI Sub-scale		Experimental Group (1) Pre-test Mean	SD	(2) Post-test Mean	SD	(3) t	Control Group (4) Pre-test Mean	SD	(5) Post-test Mean	SD	(6) t	(7) t
	Do	50.8	6.4	51.6	6.2	1.08	51.9	4.7	51.8	7.4	-0.10	0.71
	Cs	51.7	6.9	52.0	6.0	0.35	53.0	6.3	54.0	6.5	1.12	-0.56
	Sy	53.5	8.1	54.8	9.7	1.09	55.5	5.5	55.7	7.9	0.19	0.66
I												
	Sp	50.2	6.4	52.1	6.7	1.91	53.2	5.2	54.0	6.3	1.22	0.86
	Sa	51.4	5.7	51.4	6.0	0.01	53.6	6.3	55.7	6.1	2.16*	-1.67
	Wb	52.0	6.2	52.4	6.1	0.35	53.2	6.2	54.6	6.8	0.96	-0.62
	Re	52.3	6.6	54.0	6.9	1.65	53.5	5.4	54.4	5.6	1.06	0.56
	So	54.2	7.6	52.9	6.6	-1.25	53.3	7.4	54.4	7.6	1.50	-1.89
	Sc	51.3	6.8	53.4	6.6	2.04*	52.8	6.9	54.3	6.4	1.58	0.44
II												
	To	54.0	7.4	54.5	5.8	0.54	53.5	5.5	55.2	6.7	1.83	-0.93
	Gi	53.6	6.8	54.6	5.6	1.13	53.3	5.2	55.7	5.7	2.60**	-1.09
	Cm	50.0	7.7	51.6	7.1	1.76	50.7	4.9	52.9	6.5	2.12*	-0.44
	Ac	51.0	6.3	49.8	6.5	-1.11	51.0	5.5	51.1	5.9	0.12	-0.92
III	Ai	53.9	5.5	53.2	7.0	-0.77	52.7	5.7	54.1	5.9	1.60	-1.67
	Ie	48.5	5.7	49.4	5.2	1.16	49.7	4.8	50.3	5.0	0.75	0.29
	Py	55.5	5.9	56.0	6.5	0.46	56.1	5.6	56.2	6.0	0.05	0.27
IV	Fx	54.6	5.8	54.9	6.1	0.36	55.3	6.5	56.0	4.4	0.62	-0.26
	Fe	52.6	8.0	53.8	7.9	1.19	51.6	6.6	53.0	6.8	1.35	-0.12

* $P < .05$
** $P < .02$
*** $P < .01$

While the t-values of Column 3 in Table 3.2 show that the experimental group achieved significantly higher self-estimates on one characteristic, Self Control, the t-values of Column 6 in the same table indicate that during the course of the experimental period the control group increased significantly in their self-estimated personality characteristics in three variables: Self Acceptance, defined as a sense of personal worth, freedom from self-doubt, and capacity for independent thinking and action; Good Impression, defined as being concerned about how others will react to oneself and characteristic of persons capable of creating a favorable impression; and Communality, defined as a fitting in with the crowd, having the same reactions and feelings as everyone else, and seeing things the way other people do.

Hypothesis V

Hypothesis V held that the experimental group would evidence more accurate self-insight (as measured by CPI-SRI congruence) after being exposed to Project Self Discovery. There is evidence to support this hypothesis and it is accepted.

Table 3.3 compares the changes in mean sub-scale t-score between pre-test and post-test on the SRI with changes between corresponding measures on the CPI. This table permits a study of changes in SRI-CPI congruence within experimental and control groups, as well as between experimental and control groups. The experimental group increased SRI-CPI congruence significantly on one sub-scale, Communality, defined by the CPI Manual as an indication of the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

Hypothesis VI

Hypothesis VI postulated that the experimental group would evidence more accurate self-insight (as measured by CPI-SRI congruence) after being exposed to Project Self Discovery than would a control group. There is no evidence to support this hypothesis and it is rejected.

The last column of t-values in Table 3.3 indicates that no changes in congruence by either the experimental or the control group were significantly greater than those of the other group.

TABLE 3.3

COMPARISON OF DIFFERENCES BETWEEN PRE-TEST AND POST-TEST MEANS ON THE SRI WITH THOSE ON THE CPI

SRI-CPI Sub-scale		Experimental Group		t	Control Group		t	t
		Diff Between Pre & Post Means			Diff Between Pre & Post Means			
		SRI	CPI		SRI	CPI		
	Do	0.8	1.9	-1.00	-0.1	0.9	-0.65	-0.67
	Cs	0.3	-0.3	0.56	1.0	1.5	-0.32	0.58
	Sy	1.3	1.3	0.02	0.2	2.4	-1.76	1.14
I								
	Sp	1.9	1.0	0.60	0.8	1.9	-0.72	0.93
	Sa	0.0	0.9	-0.70	2.1	1.3	0.55	-0.88
	Wb	0.3	-0.3	0.39	1.4	-0.5	1.32	-0.59
	Re	1.7	1.0	0.46	0.9	0.7	0.11	0.22
	So	-1.3	-2.3	0.59	1.1	-1.5	1.65	-0.67
	Sc	2.1	0.0	1.32	1.5	0.4	0.81	0.50
II								
	To	0.5	2.0	-1.10	1.7	1.2	0.33	-1.02
	Gi	1.0	1.7	-0.54	2.5	0.4	1.59	-1.53
	Cm	1.6	-1.9	2.21*	2.2	-0.3	1.67	0.45
	Ac	-1.1	-0.5	-0.44	0.1	1.5	-1.14	0.37
III	Ai	-0.7	1.3	-1.36	1.4	2.9	-1.01	-0.24
	Ie	0.9	0.5	0.24	0.6	1.6	-0.84	0.68
	Py	0.4	3.7	-1.96	0.1	0.1	-0.03	-1.51
IV	Fx	0.3	-0.6	0.63	0.7	1.3	-0.41	0.73
	Fe	1.2	1.2	0.01	1.4	-2.1	2.09*	-1.38

* $P < .05$

Table 3.3 indicates that while the experimental group increased SRI-CPI congruence significantly on one sub-scale, Communality, the control group also increased SRI-CPI congruence significantly on one sub-scale, Femininity, used to assess masculinity or femininity of interests. In each of these cases, the professed self-evaluation as measured by the SRI increased, while the degree of adjustment reflected by the CPI decreased.

Hypothesis VII

The seventh hypothesis of the present study held that the experimental group would significantly increase their grade-point average after exposure to Project Self Discovery. There is evidence to support this hypothesis and it is accepted.

Table 3.4 indicates that both the experimental and the control group showed significant improvements in grade-point average on the four basic academic subjects over the experimental period.

TABLE 3.4

COMPARISONS OF GRADE-POINT-AVERAGES OF EXPERIMENTAL AND CONTROL GROUPS

	1965-66 GPA		1966-67 GPA		t
	Mean	SD	Mean	SD	
Experimental Group	1.65	0.51	2.00	0.83	3.05**
Control Group	1.51	0.55	1.84	0.64	3.25**

** P < .01

Hypothesis VIII

The final hypothesis of the study maintained that the experimental group would significantly increase their grade-point average after exposure to Project Self Discovery over that of a control group. There is no evidence to support this hypothesis and it is rejected.

It may be seen from Table 3.4 that both experimental and control groups significantly increased in grade-point average over the experimental period, and that the improvement of neither group was significantly greater than that of the other.

Other Results

Table 3.5 indicates those sub-scales where significant changes (.05 level or higher based on t-value) were found within various sub-groups. The only sub-scales on which no significant changes were found on either SRI or CPI were: Capacity for Status and Sense of Well Being.

A variety of significant changes occurred for sub-groups of students in both the experimental and control groups. However, in every case except the rural versus urban breakdown of the Sociability sub-scale, the changes occurring for the experimental group were on sub-scales and within sub-groups of students which were different from those where changes occurred for S's within the control group.

The number of significant changes among sub-groups on a given sub-scale, whether the sub-group was composed of experimental or control S's, varied with the instrument used. Patterns of changes on the SRI were different from those on the CPI. With the exception of increased Femininity by females, all significant changes for sub-groups of either experimental or control groups for Class III and IV measures (measures of achievement potential and intellectual efficiency, and measures of intellectual and interest modes) were on the CPI, not the SRI. Among these changes on the CPI sub-scales, all Class III changes (measures of achievement potential and intellectual efficiency) occurred within the control group. Category IV changes (measures of intellectual and interest modes) for 10th graders were found in the experimental group while changes for 11th graders were found in the control group.

Male subjects showing significant changes on certain sub-scales of both the SRI and CPI were in the experimental group, while female subjects showing significant changes were in the control group.

The majority of Category II changes (measures of socialization, maturity and responsibility) were found among self-evaluations as measured by the SRI. Three out of the four changes which did occur on the CPI were by experimental group S's.

TABLE 3.5

SUB-GROUP PRE-TEST TO POST-TEST CHANGES
SIGNIFICANT AT THE .05 LEVEL OR GREATER

	SRI								CPI							
	Location		Grade		SDE's	Compltd	Sex		Location		Grade		SDE's	Compltd	Sex	
Sub-scale	Urb	Rul	11	10	0-6	7-12	M	F	Urb	Rul	11	10	0-6	7-12	M	F
Do									E			E			E	
Cs																
Sy		E,C					E		E,C	-E**		C		C		
I Sp	E								E	C**						C
Sa				E	C	E			E				C			
Wb																
+Re	C															
+So		C		-E**											-E	
Sc	C	C**														
II To										E						C
-Gi	C	C		C	C	C	E	C**							E	
Cm	E		C		C	C	E									
+Ac										-C**						
III +Ai												C	C	C		C**
+Ie												C				
Py												E	E*			
IV Fx											C**					
Fe											C**		E	E**		

*E indicates a significant positive change for a sub-group within the experimental group.
-E indicates a significant negative change for a sub-group within the experimental group.
C indicates a significant positive change for a sub-group within the control group.
-C indicates a significant negative change for a sub-group within the control group.
** indicates a significant sub-group change between experimental and control groups.

Among Category I sub-scales (measures of ascendancy and self assurance) more changes occurred on the CPI than on the SRI. On the Dominance scale, changes occurred on the CPI for experimental group S's, but not for control group S's.

Out of 53 significant changes shown for sub-groups within either experimental group or control group, only 11 of the changes are of sufficient magnitude to indicate significant differences between experimental and control groups.

CHAPTER IV

CONCLUSIONS

Summary

The problem of this study was the preparation and evaluation of an experimental independent study project, Project Self Discovery, designed to promote the social, personal, and academic development of bright but underachieving high school students.

In the study here reported, a pool of bright (above 75th percentile on 9th grade SCAT national norms) but underachieving ("C" average or below on four academic subjects) 10th and 11th grade high school students from nine Florida high schools were randomly divided into experimental and control groups. The experimental group (N = 44) was introduced to Project Self Discovery while the control group (N = 40) was not. Comparisons between experimental and control groups were made, on a pre-and-post basis, on test-estimated personality characteristics, self-estimated personality characteristics, congruence between professed and measured personality characteristics, and grade-point averages.

In brief, the following procedures were followed: (1) A review of the literature on the causes of underachievement among bright students was accomplished. (2) On the basis of the research, Project Self Discovery was created to ameliorate the difficulties which the bright underachiever is typically recognized to experience. (3) Student records of nine Florida high schools were screened to obtain, according to previously chosen requirements, the subjects needed. (4) 1965-66 grade-point averages in the four academic subjects were obtained on each student. (5) A self-assessment instrument, the "Self Ranking Inventory," SRI, was designed in order to elicit professed self-evaluations of personality characteristics which would be hopefully comparable with the same personality characteristics as assessed by a standardized personality inventory, the California Psychological Inventory, CPI. (6) The subjects selected for the experiment were randomly divided into experimental and control groups and, in October, 1967, tested with the California Psychological Inventory and the Self Ranking Inventory. (7) In October, 1967, the experimental group was introduced to Project Self Discovery. (8) In May, 1967, after an eight month experimental period during

which the experimental group worked on Project Self Discovery and the control group did not, both groups were again measured with the California Psychological Inventory and the Self Ranking Inventory. (9) Statistical efforts were made to determine differences, if any between experimental and control groups on test estimated personality characteristics, CPI, self-estimated personality characteristics, SRI, derived measures of self-insight, here assessed by congruence of CPI and SRI scores on each of 18 variables considered to be relevant for personal and social adjustment, and academic grade-point average. (10) Results of the study indicated that the experimental group did exhibit limited progress in a predicted direction as measured by the California Psychological Inventory, the Self Ranking Inventory, and congruence of CPI and SRI variables. Both the experimental and control groups showed significant progress in grade-point average.

Interpretations of Hypotheses

The eight hypotheses stated in Chapter I are considered here as four pairs of hypotheses designed to test for changes in four basic patterns of student behavior, anticipated to result from participation in Project Self Discovery. After completing Project Self Discovery, the experimental group was expected to reflect behavior which differed from the control group in four areas: (1) CPI test-estimated personality characteristics (Hypotheses I & II), (2) SRI self-estimated personality characteristics (Hypotheses III & IV) (3) CPI-SRI congruence measures of self-insight (Hypotheses V & VI), and (4) academic grade-point average (Hypotheses VII and VIII). These four sets of hypotheses will be considered in the order of their appearance.

Hypotheses I & II: CPI test-estimated personality characteristics

While there was evidence to support the hypotheses that the experimental group would score higher (more favorably) on CPI test-estimated personality characteristics after being exposed to Project Self Discovery, and that this performance would be superior to that of the control group, it is recognized that the evidence is limited. In only two of 18 CPI variables did the experimental group significantly increase their performance, namely Dominance and Psychological Mindedness.

During the experimental period, performance of the control group on CPI (pre-and post-testing) also moved in a positive direction, but on different variables. For the control group, significant changes in a positive direction were recorded on the CPI variables of Sociability, used to identify persons of outgoing and participative temperament, and Achievement via Independence, whose purpose is to identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

A comparison of improvements made by the experimental and control groups during the period of the experiment reveal some interesting differences. The experimental group improved significantly on the variables of Dominance and Psychological Mindedness. These variables do not relate to Gough's equation for predicting academic achievement and graduation from high school, Gough (5) (6), or Snider & Linton's (24) discriminators between achievers and underachievers. Yet they do appear to be germane to problems of underachievement among able students as noted by Terman & Oden (25), Pierce & Bowman (17), Shaw (22), Mehorter (13) and which served as focus for Project Self Discovery.

The control group made significant advances on the CPI variables of Sociability and Achievement via Independence. The latter of these appears as a factor in equations to predict academic achievement (Gough [5]), and high school graduation (Gough [6]). While the control group's improvement on the variables of Sociability and Achievement via Independence is considered positive and favorable, the characteristics themselves, as defined by the CPI Manual, do not appear to be directly related to the five problem areas identified in this study as being associated with underachievement among bright students and which served as foci for Project Self Discovery.

It is difficult to explain the improvement on the part of the control group, not only in measured and professed personality characteristics but even on grade-point average. It may be that students such as those used in this study typically follow a developmental pattern which is peculiar to underachievement among bright students. Perhaps Project Self Discovery intervened in this developmental pattern for the experimental group but not for the control group. If such were the case, the result would be an inhibition by Project Self Discovery of certain factors in the experimental group while those

factors continued to change in the control group. At the same time, Project Self Discovery apparently enhanced development in certain areas not typical of the normal pattern of development, resulting in improvements in the experimental group but not in the control group. In no case did either the control or experimental group's performance on the CPI move toward poorer adjustment or toward more unfavorable characteristics of personality.

Although the experimental group managed to significantly exceed the control group on only one of 18 variables, i.e., Psychological Mindedness, defined in the CPI Manual as a measure of the degree to which an individual is interested in, and responsive to, the inner needs, motives, and experiences of others, this particular variable seems to relate to a problem area of bright underachievers identified at the beginning of this report, namely the problem of inadequate social relationships.

Hypotheses III and IV: SRI self-estimated personality characteristics

The importance of the evidence which showed that the experimental group scored higher (more favorably) on SRI self-estimated personality characteristics after being exposed to Project Self Discovery (Hypothesis III) is diminished by the fact that the experimental group did not score significantly higher than the control group (Hypothesis IV). Also, it should be noted that the control group estimated themselves significantly more favorably on three variables: Self-acceptance, defined as having a sense of personal worth, self-acceptance, freedom from self-doubt, and capacity for independent thinking and action, Good Impression, defined as an interest in making a good impression and being concerned about how others will react to oneself, and Communality, defined as fitting in with the crowd, having the same reactions and feelings as everyone else, and seeing things the way other people do.

When entire experimental and control groups were compared, there were no significant differences between them on any of the variables considered. However, when sub-group breakdowns are compared (Table 3.5), three significant differences are disclosed, Socialization, Self Control, and Good Impression. This indicates variation of some portions of experimental and control groups in self perception.

Hypotheses V & VI: Self-insight as measured by CPI-SRI congruence

Measures of accuracy of self-insight, here derived by measures of congruence of variables on CPI and SRI, must be considered in relation to the manner in which they were obtained. The tentative assumption for Hypotheses V and VI is that when a person's outwardly professed personality characteristics move toward closer agreement with more subtle test-estimated personality characteristics, then this could be taken as a movement toward greater self-insight.

It was expected that CPI and SRI scores of the experimental group would move toward greater congruence following the experimental period. Such was the case, buy only on one of 18 variables, Communality, whose purpose is to indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory. On the SRI it is defined as a fitting in with the crowd, having the same reactions and feelings as everyone else, and seeing things the way other people do. This definition of Communality was obtained from Gough.

For the control group, there was a movement toward greater congruence on the variable Femininity, whose purpose, according to the CPI Manual, is to assess the masculinity of femininity of interests.

When experimental and control groups were compared, no differences could be ascertained in the area of self-insight as measured by CPI-SRI congruence. It is the belief of this researcher that the manner in which the measure of self-insight was obtained was too insensitive and tended to mask the subtle changes that would be involved in changing one's self-insight.

Hypotheses VII and VIII: Increase in grade-point average

There was clear and convincing evidence to support the seventh hypothesis of this study, namely that the experimental group would significantly increase their grade-point average after exposure to Project Self Discovery. However, the impact of this finding is considerably diluted by the fact that the control group also significantly increased their grade-point average. The increase for both groups was significant at the .01 level, and neither group outperformed the other.

As was noted earlier, one possible explanation for this unexpected result would be the influence of confounding effects. In preparation for this study it was necessary to identify a group of bright but underachieving students. Those identified were marked by counselors and probably by teachers. Both experimental and control groups knew that they were involved in a study. The parents or guardians knew because they had to sign permission slips. Further, all students in the study were tested with the CPI and SRI on a pre-and-post basis. It is possible that this attention caused both groups to increase their grade-point average beyond that which would otherwise have occurred. Another possibility is that grades improved as part of a typical development pattern.

If the researcher had the opportunity to replicate the study, or if he had more time to identify and analyze a third comparison group, he would utilize unobtrusive measures to a greater degree. A possibility that arises from the results of Hypotheses VII and VIII is that <u>any</u> attention given to the bright underachiever, whether it be <u>Project Self Discovery</u> or some other enhancing experience, is likely to result in higher performance in school.

Further Interpretations

Table 3.5 presents a further elaboration within various sub-groups. <u>The various significant changes between pre and post tests for SRI and CPI seem to show a clear differentiation of effect resulting from the experimental treatment</u>. While the pattern of effect is complex and difficult to account for, it seems that the presence or absence of the experimental treatment affected 10th graders differently than 11th graders and urban students differently than rural students. Of particular interest to this study is the factor of sex. In the experimental group,males showed significant differences in a positive and favorable direction on three of 18 scales of the SRI (<u>Sociability</u>, <u>Good Impression</u>, and <u>Tolerance</u>) and two of 18 scales of the CPI (<u>Dominance</u>, and <u>Good Impression</u>). By comparison, in the control group it was the female sub-group that recorded the significant changes on two of the 18 scales of the SRI (<u>Good Impression</u> and <u>Femininity</u>) and three of 18 scales on the CPI (<u>Social Presence</u>, <u>Tolerance</u>, and <u>Achievement via Independence</u>). Male gains were in different areas than were the female gains.

Another case in point of the differentiation of effect resulting from the experimental treatment are the changes reflected by the CPI on Categories III and IV. All Category III (measures of achievement potential and intellectual efficiency) changes occurred only within the control group. In Category IV (measures of intellectual and interest modes) changes occurred primarily in the experimental group.

Apparently Project Self Discovery had a measurable effect on the experimental subjects. However, the effect seems to be different depending on whether the subjects were male or female, from an urban or rural background, or were in the 10th or 11th grades. Insofar as changes on CPI are concerned, it appears that Project Self Discovery works slightly better with boys than with girls, urban students better than rural students, and 10th graders better than 11th graders.

Evaluations by Participants

In addition to test data, considerable information on the merits of Project Self Discovery was obtained from students, teachers, counselors, and school psychologists involved in the research. The reaction of these individuals was uniformly favorable and the researcher received numerous messages informing him of the value of Project Self Discovery. A student who was a member of the experimental group submitted the following poem:

Project Self Discovery

It helps me answer questions
About problems I'd usually shirk.
It gives me helpful suggestions
On putting these answers to work.

It teaches me not to condemn
What others do or say,
But how to understand them
By trying to see things their way.

It helps me find the real me
Inside the powder and goo.
It teaches me, myself to teach,
Before I try to teach you.

Other results included the facts that four subjects in the experimental group asked if their friends could receive a Project Self Discovery too, three experimental subjects moved to other states but continued to work on the Project. SDE lessons were done by the experimental students on their own initiative without external pressure, supervision, reward or punishment. At the time of this writing it is the middle of summer, yet SDE lessons continue to arrive by mail from the bright underachievers in the experimental group.

Evaluation by Professional Consultant

The following evaluative commentary of Project Self Discovery was prepared by the principal consultant for the Project, Dr. Virgil S. Ward, Professor of Educational Psychology, School of Education, University of Virginia. Dr. Ward is nationally recognized as an authority on the gifted individual and has written extensively on the subject, including Educating the Gifted (Ward [27]).

I. Conception and Functional Utility

A. Theoretical Validity

The project concentrates on "the self-concept," that problem recognized widely as central to the discrepancies between "self-actualizing" persons and those who fail to attain their potential. The school problem of "underachievement" among bright students should yield considerably to this kind of experience not found in the typical school curriculum.

The form of direct address to the student further involves a much neglected educational principle, i.e., that of summoning the individual's own psychological resources (interest, concern, judgment) to the task of his educational development.

B. Practical Utility

The project reaches that important segment of the secondary school population who are enrolled in small schools and rural settings, where the curriculum and student personnel services are notably weakest.

II. Content

The questions and issues raised for reflection by the student are significant, and of the sort which other curricular material do not often cover. Chapters dealing with concepts such as "Your Perceptions," "Your Communication Patterns," and "Your Philosophy," tend to open vistas of thought for the young people involved which are of central importance but typically ignored or neglected in school curricula.

III. The Process

Based on a review of some of the written materials returned by the students to the "Project Counselor," the reactions seemed genuine and enthusiastic. An experienced need would seem to be met. The replies were often voluminous and unstinting, where a simpler or shorter response would have sufficed.

IV. Caution

While there is no evidence that these materials have in fact produced such an effect, the rather obvious potentiality for creating an undesirable degree of dependence upon the Project Counselor should be guarded against in further revisions and uses of this work. The privacy of the relationship could conduce toward a heightened sensitivity and reaction, especially if a dialogue were to spring up between student and counselor. Possibly this feature could be taken up for examination with the student through one of the lessons in a later edition of the materials.

V. Recommendations for Further Consideration

Broader uses of the Self Discovery material than those initially conceived for the project appear to be arising. The interest of the "Upward Bound" project administrators at Mercer College and at the University of Virginia would suggest the possibility of considerable expansion of this kind of approach to improved developmental potential.

The material can also be used in classes, teacher training programs where the problems of the gifted child are taught, as is being done presently by this consultant at the University of Virginia, and at the University of California, Los Angeles, in the summer of 1967.

With slight effort, the text materials could be adapted for use with local school personnel acting as "counselor," say one counselor for a school or district where a locally self-contained project of this sort might be attempted.

Institutes for the training of teachers in the theory and conception (personality theory, social psychology) of this kind of project, and in the practical management of the experience as part of the curriculum of the local school, would appear to inject a promising element into the developmental activities of the school. It is commonly observed that the loss of talent through failure to achieve potential is a measurable tragedy. All the more significant is an effort toward the self-realization of young people who if fully developed will have much to contribute toward human welfare.

* * *

Other Professional Evaluations

During the summer of 1967, the directors of three Upward Bound programs, involving over 200 high school students, valued Project Self Discovery enough to contact the investigator and request permission to use the project as part of their curriculum. Permission was granted for experimental use only with the agreement that an evaluation of Project Self Discovery would be made by the Upward Bound staff and presented to the investigator. Upward Bound programs using Project Self Discovery include Mercer University Upward Bound, Macon Georgia, Norman College Upward Bound, Norman Park, Georgia, and Florida A&M Upward Bound, Tallahassee, Florida.

Recommendations

Recommendations for the Use of Project Self Discovery

In the future, the Project Self Discovery "Project Counselor" should be a counselor in the school in which the bright underachiever is enrolled instead of a university counselor via correspondence. This change would allow occasional face-to-face contact between the counselor and student which was not possible under the correspondence format. Further, it would allow for group counseling using Project Self Discovery. The value of having the school counselor become the project counselor lies in the fact that it permits the counselor to have closer relations with a larger number of students,

and it provides the counselor with an additional counseling tool.

There is some evidence which suggests that Project Self Discovery works optimally with 10th grade boys from urban areas. Where practical, priority for Project Self Discovery use should be given to this group.

Recommendations for Further Research

It is recommended that subjects in the present experiment be followed for an additional year. Due to the differential effect resulting from the experimental treatment, it is postulated that changes are just beginning to occur. Further, it would be valuable to examine a comparison group of bright underachievers who were not involved in the research to see if the sharp advance in grade-point average is typical of this group during the high school period. Also, it would be profitable to examine the meanings of the differential changes on the CPI between experimental and control groups. An analysis of CPI items could be most helpful. Finally, the investigator would like to see Project Self Discovery used with other special groups, such as the gifted achiever, the achiever of average ability, and the potential dropout. Perhaps Project Self Discovery has wider use than initially conceived.

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APPENDIX A

PROJECT SELF DISCOVERY

PROJECT SELF DISCOVERY

An Independent Study Program for Able High School Students

William Watson Purkey

University of Florida

© 1966

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From start to finish, the writer has benefited greatly from the intellectual stimulation of his friends and colleagues, Dr. Virgil S. Ward of the University of Virginia and Dr. Arthur W. Combs of the University of Florida. Their penetrating insights into the process of education inspired Project Self Discovery.

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Finally, especially deep is the writer's gratitude to his wife, Imogene, for sharing the burden of this work. Her constant encouragement made Project Self Discovery possible.

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"O.K., Baby, this is the world,
so inhale and exhale and be with us a while."

from Father of the Man
by William Saroyan

A Personal Letter to You:

Samuel Johnson once wrote: "Every man is of importance to himself." This is certainly true, and so this project is quite important to you, because you are the topic of study.

You have been invited to participate in this project because some of your teachers and guidance counselors think that you have a great deal to offer yourself and the world. They believe that this project will help you to gain a clearer picture of what you are like and what you are capable of doing.

Many high school students say that they would like to learn more about themselves, and so this project was written to meet this need. It is designed for promising students who are capable of doing independent work without supervision. In Project Self Discovery there are no teachers, no time limits, no grades, no final exam; there are cartoons, checklists, and questionnaires which will help you to think more clearly about yourself.

Actually, the project is a twelve-chapter do-it-yourself kit which will help you to increase your knowledge of what people are like, to advance your general education, and to improve your powers of self-understanding and self-expression. By knowing yourself, you can enter more fully and effectively the world around you. And while knowing and understanding yourself is not the only object in life, things do go a little easier for the person who gains a clearer picture of himself.

The process of self-discovery will continue throughout your life, of course, yet now is a good time to begin in earnest. Socrates said that the unexamined life is not worth living. It is hoped that you will take and enjoy this opportunity to examine your own life.

Best wishes.

Cordially and Confidentially

Your Project Counselor

HALT! WHO GOES THERE?!
WHO INDEED?
3-9
ISN'T THAT WHAT WE'D ALL LIKE TO KNOW?... WHO WE REALLY ARE? HOW WE FIT INTO HUMANITY?
AS THALES SAID, "THE MOST DIFFICULT OF ALL IS TO KNOW ONE'S SELF", AND CHAUCER SAID, "FULL WISE IS HE THAT CAN HIMSELF KNOW."
OKAY! OKAY! YOU CAN PASS!
GLAD YOU BROUGHT IT UP! A VERY STIMULATING TOPIC

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CHAPTER 1

INTRODUCTION

The value that you receive from this project will be largely determined by your own efforts. While the advantages of any education usually depend on the cooperation of the student, here your active and enthusiastic participation is vital. You are the one who counts, and you can only get out of this what you put into it. See yourself as an active leader, rather than a passive reader.

That you are now reading this first chapter proves that you are interested in becoming better informed about yourself. This is wonderful because you need to be informed about yourself. This does not mean that you should be overly concerned about yourself and be self-conscious. The secret is to be deliberately objective about yourself. This approach has been described by Sir John Adams in The Student's Guide:

> One of the Seven Wise Men of Greece justified his place among the seven by a saying which has become one of the most quoted of the multitudinous saws handed down to us from those old times. When Solon proclaimed his famous "Know thyself," he gave a piece of advice that is always sound, but is of special value to the young, since they are in a position to put into application whatever knowledge of themselves they may acquire. . . . In order to know ourselves it is necessary to carry on deliberately the sort of vague and unsystematic self examination of ourselves which normally takes place when the subjective self sets about investigating the objective self.

Thus, when properly and objectively done, the process of self-discovery, of taking inventory of oneself, is a valuable pathway toward self-realization and becoming the best of which you are capable.

The project is divided into twelve chapters. Each chapter has two parts, presented in the following manner:

1. The chapter itself, printed on white paper, which is a personal message to you.

2. A Self-Discovery Exercise (SDE), printed on gray paper, which asks you to think and give your opinion about things.

Each SDE, printed on gray paper, is the "secret weapon" in your progress toward self-discovery. It is designed to help you to focus vague and hazy ideas about yourself into a clearer picture. As you see, the SDE's are arranged so that you can easily remove them from this binder. When you complete each SDE, you submit it to your Project Counselor in an envelope provided for this purpose.

The Project Counselor will have a very special relationship with you. Please try to consider him a warm and personal friend. He is a helper and an accepting reader of your thoughts, not a critic or judge. His role in this project is to be honestly interested in you and to give you someone to "talk" with. When he receives your SDEs, he will read them, perhaps write in a few comments, and return them to you. It's a good idea to place the returned SDEs back in this binder in their proper places. The major gain to you will not be in what the Project Counselor writes to you, but what you honestly think and write about yourself.

This project is confidential, and no-one except you and your Project Counselor will read your SDEs. Your Counselor is a professional person and he is ethically bond to confidentiality, he will not discuss confidential information with others. Please trust him.

The main idea of the project is for you to be honest with yourself. Sometimes, students will write what they think is expected of them rather than what they really would like to write. Well, this is your chance to shoot straight from the shoulder and write just what you feel, O.K.?

Because you are the boss in Project Self Discovery, you may go as quickly or as slowly as you wish. Most students submit an SDE about every two weeks, but some are much quicker than this. You can easily complete an SDE in an hour or less.

In many of the SDE's there are quizzes and self-rating devices which you are asked to complete. These

questionnaires are too brief to be completely accurate, but they are a great help in stimulating your own thinking.

Please consider this first SDE (which follows) as a brief inventory of your history. It's been said that a drowning man sees his whole life flash before his eyes, well, this little review won't cover your whole life, but it will help you to look at a few highlights. For example, it will cause you to look at your schools, your friends, your family, and yourself in a fresh, objective way.

This first SDE will break the ice and introduce you to your Project Counselor . . . . and prepare the ground for introducing you to yourself.

* * *

Here are two excellent books that you might enjoy: At the conclusion of each chapter in this project there is a brief list of books that you would enjoy. The cost and publisher's address is given.

John F. Kennedy. Profiles in Courage. (65¢, New American Library, 49 E. 33rd St., New York, N. Y.)
Here are historical accounts of men who risked their lives and the lives of their families for principle. Courage, the virtue common to all of them, was most admired by the author, President Kennedy; he carefully researched biographies and histories to describe these actions that illustrate brave acts in American History.

John Crawford. Better Ways of Growing Up. ($1.75, Philadelphia, Pa., Fortress Press, 1964.)
A popular book with students your age which encourages growth toward spiritual maturity. It aims to promote healthy self-understanding and personal development.

C O N F I D E N T I A L

Many strokes through with a little axe,
Hew down and fell the hardest oak.

Shakespear - Henry VI

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 1

INTRODUCTION

Did you know that you are the world's greatest authority on yourself? Nobody, not your family nor your friends nor your teachers nor your doctor know you better than you know yourself. Because you are the expert on yourself, you are in the best position to answer the following items. Remember, these questions are for your benefit so please be frank.

A. MY PERSONAL INVENTORY

1. Where was I born?

2. What is my present address?

3. What year am I in school?

4. What is my religion?

N

5. What is my date of birth?

6. What is my race?

7. What is my sex?

8. What is my nickname?

9. What physical handicaps do I have?

10. What sort of physique do I have?

11. What serious illnesses have I had?

12. How do I spend my summers?

13. Where have I traveled?

14. How have I earned money?

15. What are my favorite sports?

16. What are my favorite magazines?

17. How do I like to spend my time?

18. What T.V. programs do I enjoy?

19. What musical instruments do I play?

20. What type of music do I enjoy?

21. What sort of films do I enjoy?

22. What are my favorite foods?

23. What makes me happy?

24. What makes me sad?

25. What things do I dislike?

B. AN INVENTORY OF MY FAMILY

1. What is my Father's occupation?

2. What is my Mother's occupation?

3. With whom do I live?

4. How many brothers do I have?

5. How many sisters do I have?

6. Am I the oldest?

7. How well do I get along with my brothers and sisters?

8. What is the education of my parents?

9. What does my family do together?

10. What time do I have to be home on school nights?

11. What time do I have to be home on weekends?

12. What sort of responsibilities do I have at home?

13. How close is my family?

C. AN INVENTORY OF MY SCHOOLING

1. Where did I go to elementary school?

2. Where did I go to junior high school?

3. What is my present school?

4. What grade am I in now?

5. Approximately how many students in my school?

6. How do I get to school?

7. How do I get home from school?

8. What is my favorite school subject?

9. What is my favorite non-academic subject?

10. What is my favorite school activity?

11. Who is my favorite teacher?

12. What is he or she like?

13. What grades do I usually make?

14. What athletics do I prefer?

15. What is my attendance record at school?

D. AN INVENTORY OF MY FRIENDS

1. Who is my best boyfriend?

2. What is he like?

3. Who is my best girlfriend?

4. What is she like?

5. What activities do my friends and I enjoy?

6. How often do I date?

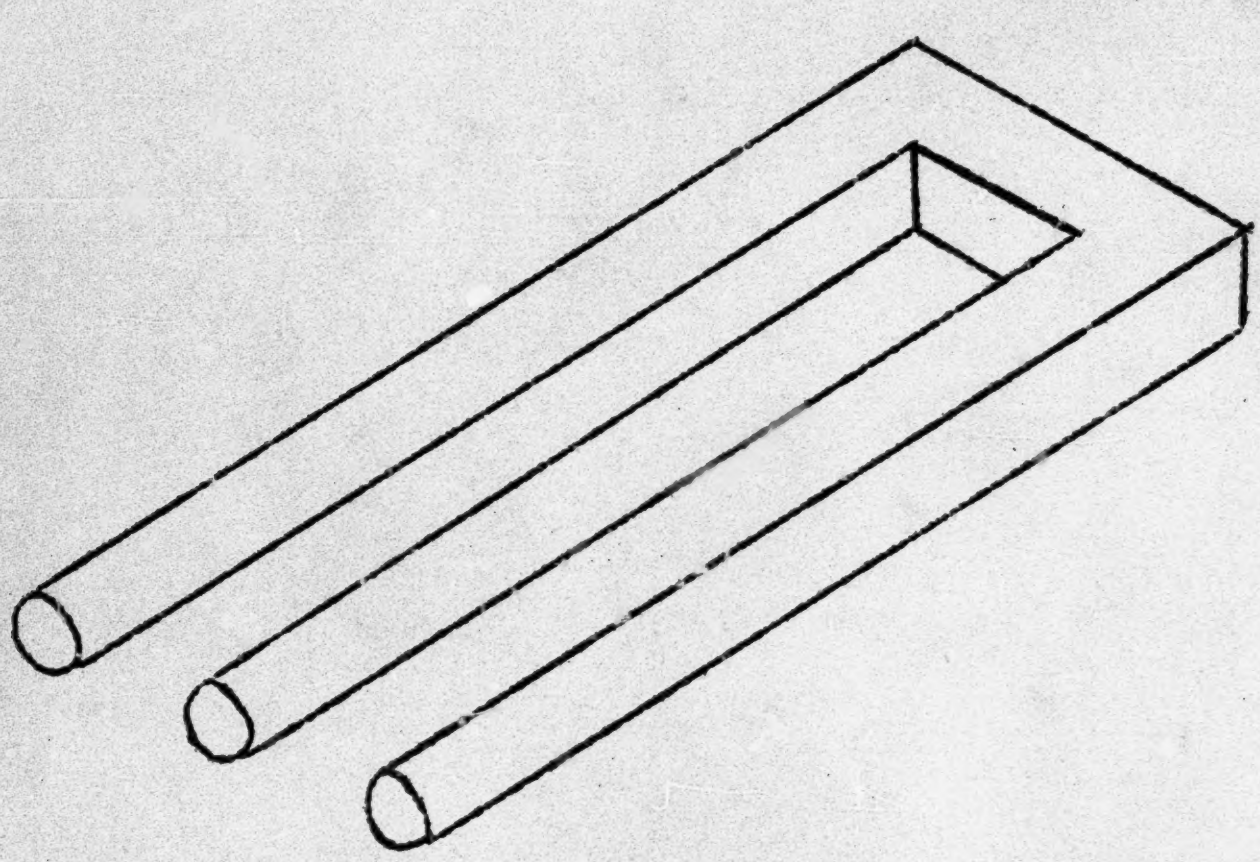
7. What do I enjoy doing on dates?

E. Is there anything else about my history that would help my Project Counselor to know me better?

* * *

This concludes SDE 1, already you know yourself better than you did before. You've thought about your friends, your schools, your family, and yourself in a little different way. Now, Chapter Two will show you some interesting things about how you see the world.

If you have comments or questions for your Project Counselor, please write them below. (You may use the back of this paper too, if you wish.)



CHAPTER 2

HOW DO YOU SEE THE WORLD?

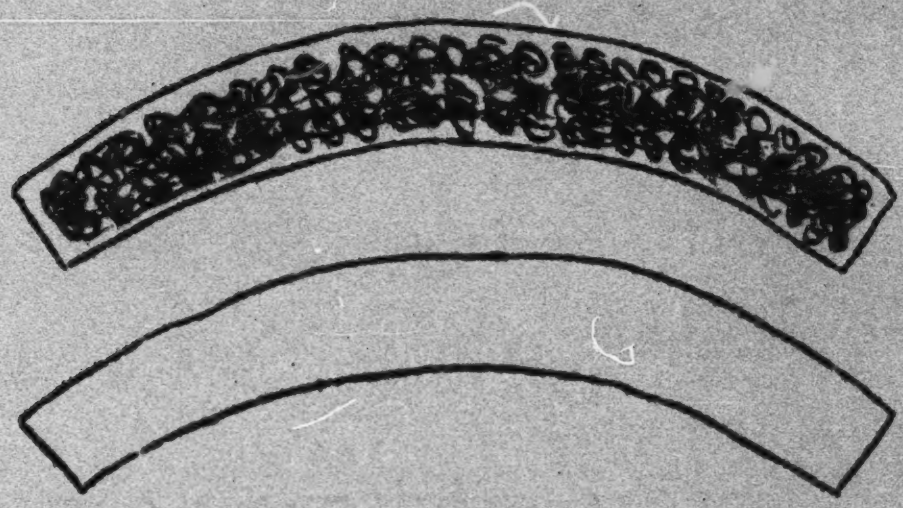
"Tell my mother I died for my country." Who would you guess said these words? Nathan Hale? Lord Nelson? Actually, they were the last dying words of John Wilkes Booth, assassin of Abraham Lincoln. This one example points out four important facts about how we see: (1) You learn <u>how</u> to see, (2) You learn <u>what</u> to see, (3) Your perceptions are unique, and (4) Your perceptions have personal meaning. Examining these facts will give you a key to understand yourself and others better.

What you are able to see depends upon your past opportunities for experience. For instance, monkeys reared in darkness with no opportunity to see are unable at first to recognize their own feeding bottles when light is provided. In school, algebra has the most meaning for those students who have had experience in abstract thinking. Architects learn to notice things about buildings that non-architects never see. Forest rangers, because of their training and experiences, will see things in a forest that most of us will overlook. What you see, then, is what you have learned to

see as a result of your experiences. People with different experiences will see things in different ways. This is true of everyone, and it is a valuable tool to help you understand why people act the way they do.

A second important fact about perception is that it cannot be explained by stimulation. What you see is not dependent solely upon the stimuli being sent to your brain. For instance, the image on the retina of your eye is inverted. This is because the eye, like a camera, produces an inverted image. Now, what do you think would happen if you put on a pair of special glasses which would make the retinal image in your eye erect rather than inverted? Scientific studies clearly show that after a short period of confusion (and a little sea-sickness) you would quickly learn to adjust to this upside down world. What is more important, after a little while longer, the world would appear to you as <u>right side up</u>. When you would finally take the glasses off, the world would again seem upside down--and your mind would have to adjust once again.

The importance of this research is that it shows that <u>you see what you want to see</u>. Perception is an active process which causes you to fill in missing blanks and make many assumptions about the message being sent to your brain. For example, as you grew you learned that darker things are generally farther away and that brighter things are generally closer. Thus, lighter objects seem larger. Notice how Figure 2 seems larger than Figure 1; yet if you check with a ruler you'll find that they're both the same size.



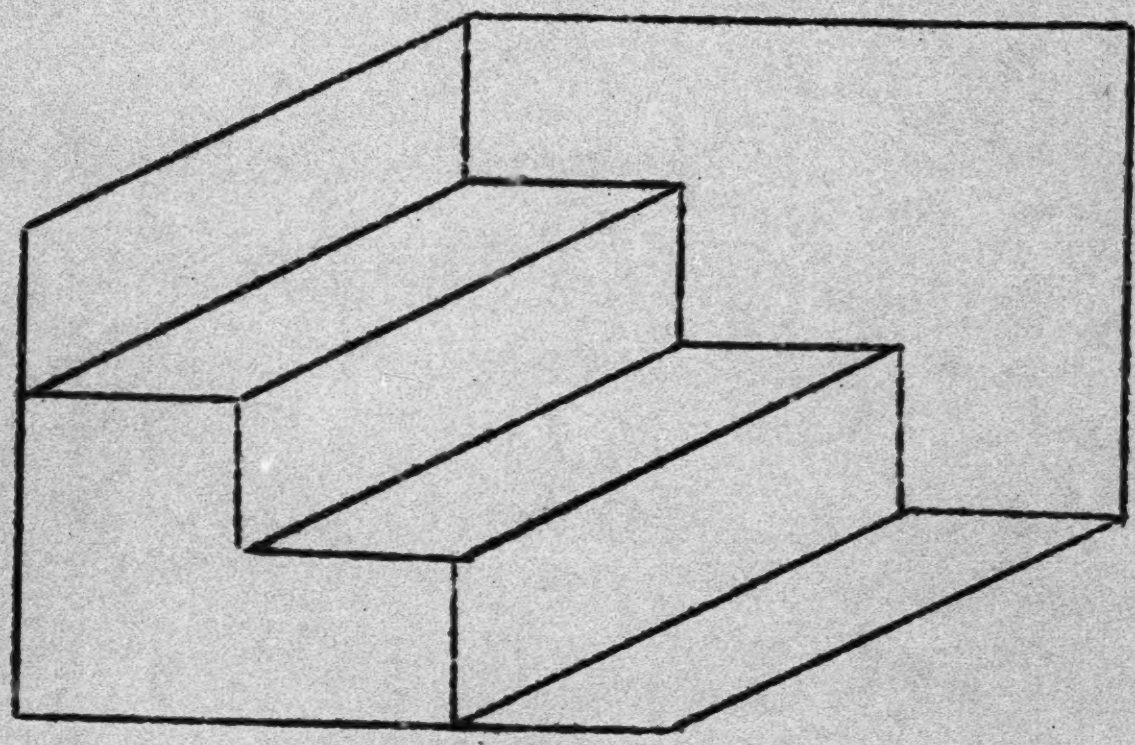
Now that you have seen that perception is learned and is an active process, it logically follows that each person will see things a little differently than his fellows. At a football game, a boy and a girl will see things which are quite apart. The boy will see the linebacker shift to the right, or perhaps notice that the ends are spread a little too wide, while the girl will perceive how the girl in the next row has her hair fixed, or how the cheerleader executes her calls. The fact that people see things differently, and that each person's perceptions are unique, is true wherever you go. A humorous example of this is the perception of the old Quaker: "Martha, methinks the whole world is queer except thou and me" he said to his wife, "and sometimes, Martha, methinks even thou art a bit peculiar." This knowledge will help you to realize more clearly why people behave in the ways they do.

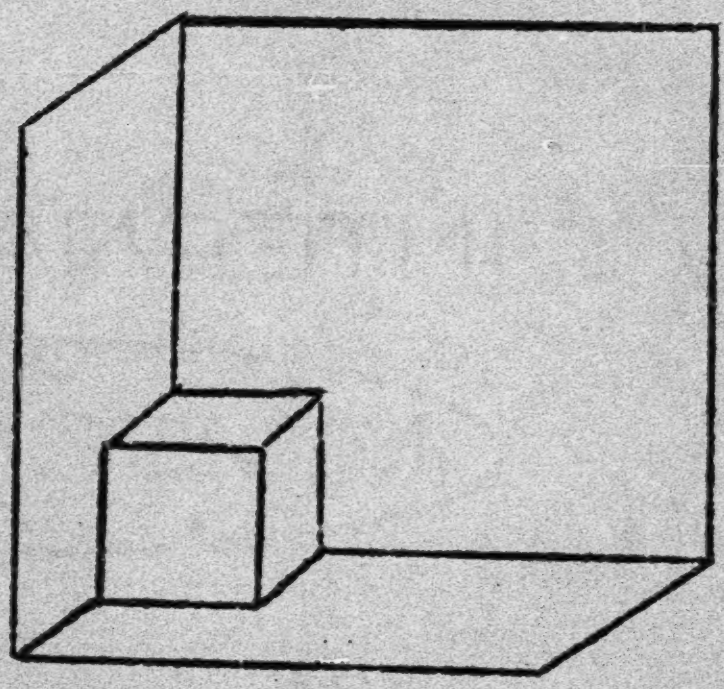
In addition to your personal experiences, your vision is also influenced by the society in which you live. If you are from Alabama, for example, you will see things differently from that of a friend who lives in New York. Your ideas of what foods are good, your choice of recreation, your opinions about politics, your ideas about what to wear, and even your choice of a date will differ as a result of the influence of the society in which you live.

Because you and your New York friend are both Americans and probably typical young adults, there are many things which you and your friend will see in much the same way. You might enjoy the same television shows, movie actors, hamburgers and milk shakes, and the same kind of automobiles. But suppose you were from a completely different society, say a member of the Kwakiutl Indian tribe of Vancouver Island on the Pacific Coast? Then the way you see things would be very different indeed!

A young teen-ager in the Kwakiutl tribe is taught to believe that the chief value of possessions (like blankets, canoes, trinkets) is to use them to humiliate his rivals and to glorify himself. The way he would do this is to <u>give away</u> as many of his valuables as possible to other boys. According to tribal custom, other boys would have to accept the gifts, and are duty-bound to return the gifts with about 100% interest within a year. If the boy schemes and plots well, he can become very wealthy.

And so it is that you learn to see. You learn to see French-fries and T-bone steak as good to eat--but you would probably never dream of seeing snails and grubs as edible. You learn to see taking a bath as a very private affair--and never as a public social event. You learn to see using a handkerchef and returning it to your pocket as sanitary--and not as a discusting act. To paraphrase the Chinese philosopher Mencius, if you put in a heap all of the customs that are somewhere seen as good and wise, and then took from the heap each that is somewhere considered evil or foolish, nothing would remain!





Your perceptions have personal meanings: this is the fourth and perhaps the most important fact about perception. What you think and how you behave are functions of how you see things. If you believe that dogs are dangerous, then you will try to avoid dogs. If you see school as a wonderful opportunity to learn, then you will probably be a happy and successful student. The ways in which your teachers, your parents, your friends, your acquaintances, and you behave is not only the result of outside "reality," but is a product of the ways in which you all have given personal meanings to your perceived world.

SDE 2 provides some interesting exercises to illustrate how the four facts about perception operate in everyday situations. A little later, in Chapter 3, you will explore the most important perception of all: how you see yourself!

* * *

Two books on perception which many young adults enjoy reading:

Harper Lee. <u>To Kill a Mockingbird</u>. (60¢, Popular Library, Inc., 355 Lexington Ave., New York, N. Y.) In this book you will "see" a quiet southern town in Macomb County as viewed through the eyes of Jean Louise Finch, a little tomboy better known as "Scout." She and her brother Jem uncover the mystery surrounding Boo Radley as they suffer the torment of being the children of a lawyer who courageously defends in court an innocent Negro farmer.

M. D. Vernon. <u>The Psychology of Perception</u>. ($1.25, Penguin Books, 3300 Clipper Mill Rd., Baltimore, Md.) This little book asks the question: "When we look at the world, do we see it as it really is?" It points out that the way people perceive is not always alike.

C O N F I D E N T I A L

"Part of what we perceive comes through
our senses from the object before us,
Another part (and it may be the larger part)
always comes out of our own mind."

William James

Your Name:_____

Today's Date:_____

SELF DISCOVERY EXERCISE

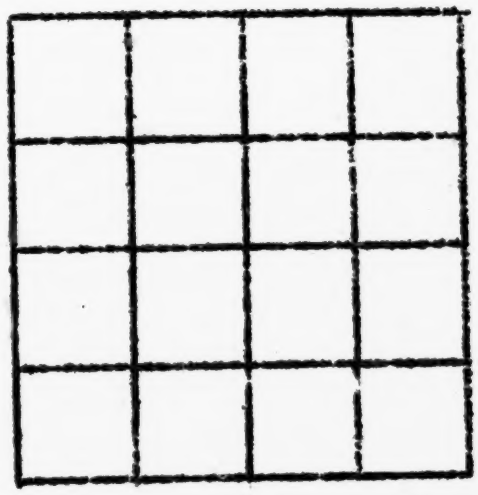
SDE 2

HOW DO YOU SEE THE WORLD?

SDE 2 is to show you some practical demonstrations of the four ideas about seeing that were explained in the chapter.

A. I LEARN HOW TO SEE

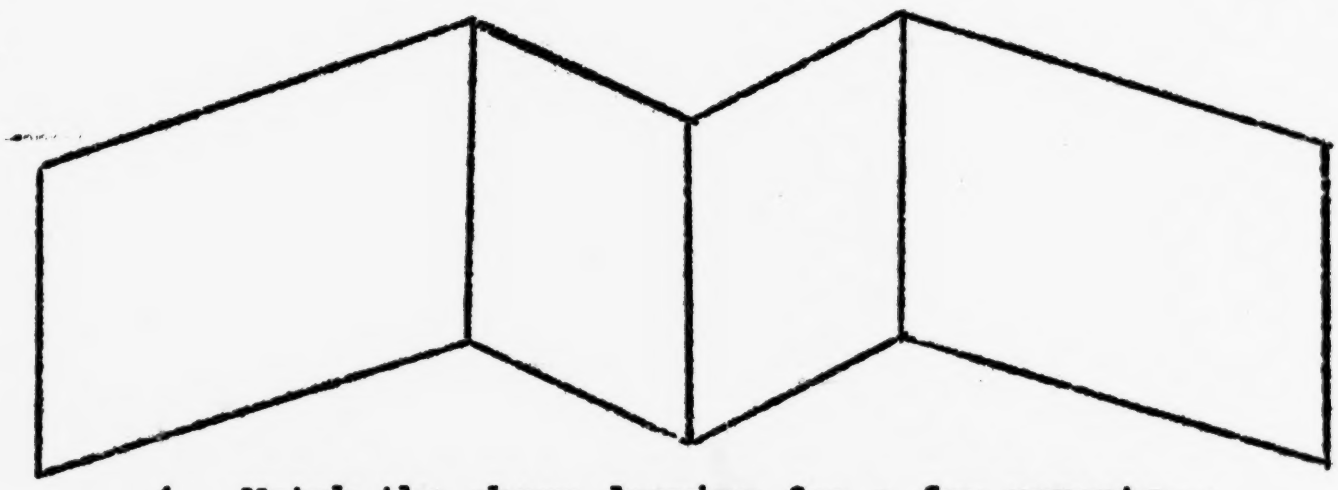
1. How many squares do I count in the following figure?



My answer: _____.

2. How <u>sure</u> am I that that's all the squares there are?

3. All together there are 30 squares in the above drawing. What is my guess as to why I have difficulty in seeing them?



4. Watch the above drawing for a few moments--what does it do and why?

B. PERCEPTIONS ARE UNIQUE AND HAVE PERSONAL MEANING

1. The weird looking black figure on the following page helps to illustrate the fact that people seeing the same object tend to see it in different ways. I should look at it for a few moments and then list below the things I see.

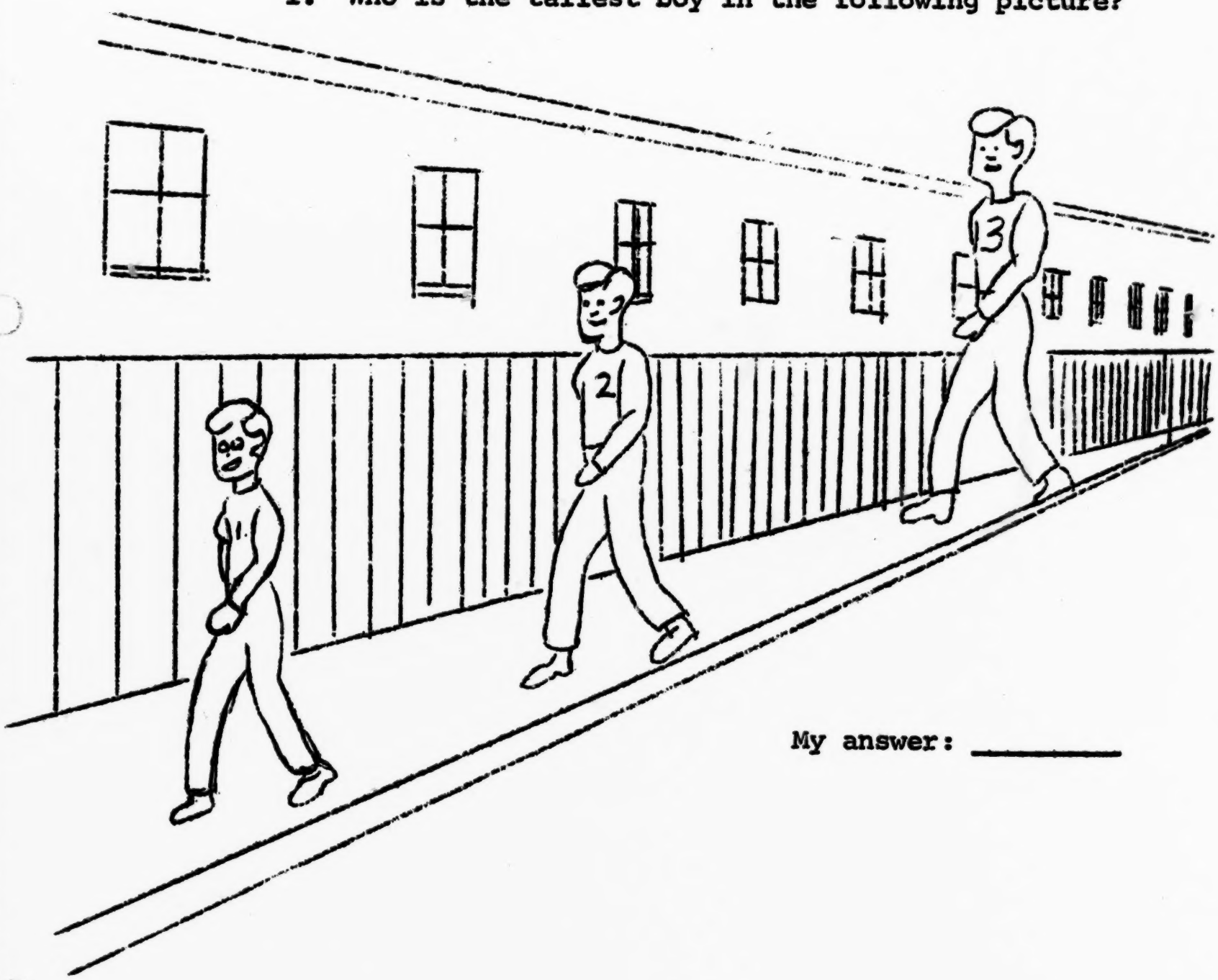
2. I should show the black figure to a friend and list below the things he sees.

3. Now turn the figure upside down and list what I see.

4. Judging by the above lists, what conclusions can I draw about how people see?

C. I LEARN WHAT TO SEE.

1. Who is the tallest boy in the following picture?



My answer: _____

2. Did I ignore the message that was sent to me from my senses (which clearly says the one in the back is tallest) and give the correct answer, which is that they're all the same size?

3. When I know they're the same size (try it with a ruler), why do my eyes insist on telling me that the one in the rear is tallest? (What is smaller that makes the boys look larger?)

4. What does this tell me about my perceptions?

5. If people see things differently, what clues does this give me about getting along with people?

This concludes SDE 2, which pointed out a few important facts about how you see. Now we consider the most important thing about perception: the way you see yourself!

If you have any comments or questions for your Project Counselor, please write them below. (You may use the back of this paper, too, if you wish.)

CHAPTER 3

HOW DO YOU SEE PEOPLE?

This chapter will give you a better understanding of what people are like and what they are trying to do as seen from the viewpoint of the individual. This "inside" approach to understanding people and their behavior is called "perceptual psychology." You will want to know more about this approach because it seems to do a good job of explaining--to you-- your behavior and the behavior of the people with whom you come in contact. The following paragraphs present some principles of perceptual psychology which will give you some good clues about what people are like.

Did you know that what you believe people are like will determine how you behave? For example, if you believe a teacher is fair, you will trust him. If you consider him unfair, you will not. Again, if you believe a friend to be sincere, you will believe what he says; if you believe him to be insincere, you will not. Throughout history, there have been many different ideas about what people are like. For example, Rousseau pictured man as basically good, a "noble savage" who is corrupted by society. Some religious beliefs picture man as basically bad, a sinner to be saved. Whatever you believe about people, it will be reflected in your behavior.

Another interesting thing about how you see people is that if you wish to understand others, you must learn to see how things appear to them. To do this you should try to see things as they do. You do this anyway, but usually without knowing it. For instance, before you volunteer in class, you consider what your teacher will think and what his reaction is likely to be. Before you ask a girl for a date you stop to consider what the girl would think of this. A worthy goal is to learn more effectively how other people see things. People behave according to how things seem to them, therefore, to live with others effectively you need to learn to see things as they do. Of course, this does not mean that you must conform to their perceptions, it only means that you should try to understnad how others see things.

For you to have a clearer understanding of what people are trying to do, it will help for you to remember

three assumptions of "perceptual" psychology: (1) behavior has purpose; (2) people strive to be adequate; and (3) adequacy is expressed in many ways. Now let's discuss these three assumptions.

The first assumption about what people are trying to do is that behavior has purpose. You may remember the crazy croquet game in Alice in Wonderland where the balls were hedgehogs that kept unrolling, the mallets were flamingoes which flew about, and where the Queen of Hearts was the umpire who kept changing the rules and sending the players to be beheaded. Fortunately, life is not this capricious, for behavior has purpose. The things that you and other people do are not meaningless, but are designed to serve purposes, as we shall see.

An interesting example of the idea that behavior has purpose is found in King Solomon's Ring by Konrad Lorenz who is an outstanding naturalist and a world authority on "imprinting," which is a period of rapid learning in young animals. This book is enlivened with entertaining accounts of Dr. Lorenz and his work with animals. One hilarious account is when Dr. Lorenz was working with newly hatched mallard ducks to discover how they were able to recognize their mother as soon as they popped out of the shell. He discovered that so long as he kept crouched on his knees and quacked loudly at frequent intervals, he could substitute himself for the real mother. The newly hatched ducklings would accept him as "mama" only so long as he squatted, duck-walked, and quacked. So poor Konrad had to submit himself for many hours each day to being a mother mallard. He writes:

> So it came about, on a certain Whit-Sunday, that, in company with my ducklings, I was wandering about, squatting and quacking, in a May-green meadow at the upper part of our garden. I was congratulating myself on the obedience and exactitude with which my ducklings came waddling after me, when I suddenly looked up and saw the garden fence framed by a row of dead-white faces: a group of tourists was standing at the fence and staring horrified in my direction. Forgivable! For all they could see was a big man with a beard dragging himself, crouching, round the meadow, in figures of eight glancing constantly over his shoulder

> and quacking--but the ducklings, the all-revealing and all-explaining ducklings were hidden in the tall spring grass from the view of the astonished crowd.

And so it is that your behavior may seem meaningless to others, just as the behavior of others may seem pointless to you, but behavior is never meaningless from the individual's point of view. Even though you may not have a clear knowledge of the reason for some of your behavior, the reason is always there.

A second assumption about what people are trying to do is that they are always trying to be adequate. However people behave, whatever they do, they are trying as best they can to be adequate. This striving toward growth and health, when translated into behavior which we can see, may be considered by us as either "good" or "bad," but in itself it is neither good nor bad. For example, a Zulu boy might have his two front teeth knocked out by his tribe in order to be considered a man. His striving to be adequate is reflected by the fact that he actually looks forward to having this painful operation performed on him. And so it is that people do all sorts of things in pursuit of this feeling of "adequacy." Men will jump from planes, climb mountains, prizefight, have their bodies tatooed, become heroes, run the mile, sail oceans in tiny boats, and sometimes work themselves to death in pursuit of this adequacy. Women will pierce their ears, wear tight clothing, paint their faces, arrange flowers, count calories, wear high heels, and do thousands of other things for the same reason: <u>to do what they think will lead to personal fulfillment, which we have called adequacy</u>. People seek adequacy in many diverse ways, but they are all seeking the same thing, just using different means.

But what about you? Of all the people you see, the most important person you see is yourself. The way you see yourself, called your "self concept" is most important in determining how you will behave, as we will see. Your self concept is not something you're born with; you learn it as a consequence of your experiences with those who surround you as you grow. Everyone has many different ideas of who and what he is, and all these ideas, taken together, make up his self concept. <u>Of all the things you see, none is more important than how you see yourself</u>.

Everyone has an image of himself as a unique person, and this image may be either positive or negative. Often it is this image, rather than physical reality, which prevents us from dealing with difficulties. A student who thinks he can't do English grammar, or feels inadequate in sports, will be greatly influenced by these self-concepts. If a student sees himself as a good math student, chances are he will do well in mathematics. If he sees himself as an excellent boxer he will not fear a fistfight. And if he sees himself as capable with girls, he will be relaxed in their presence. Even students who come to reading clinics are, almost without exception, unable to read because they <u>believe</u> they cannot read, not because there is something wrong with their eyesight.

An interesting twist to how you see yourself and the situation you're in is the effect of your perceptions on your body. If you see yourself in a threatening situation (important contest, school play, oral report in class) your body will be influenced. Some students perspire freely, others have "butterflies" in the stomach, still others develop sick headaches, and a few even develop ulcers as a result of their perceptions.

It is important that you have a realistic and positive view of yourself and the world in which you live in order that you may realize and utilize your many potentialities as a student and as a developing human being. This project is a good step in the right direction.

* * *

These two books make great reading for a rainy evening.

Konrad Lorenz. <u>King Solomon's Ring</u>. ($1.95, Apollo, Inc., 425 Park Ave. So., New York, N. Y.)
Most libraries have this modern classic which provides refreshing new light on animal ways, from jackdaws to man.

William Lederer and Eugene Burdick. <u>Ugly American</u>. (50¢, Crest Books, Greenwich, Conn.)
What really goes on in the diplomatic corps that serves us around the world? Do our representatives see things the same way as the people in the countries

in which they serve? These and other questions about American relations in Asia and Europe are answered in this action-filled novel.

C O N F I D E N T I A L

We might as well give up the fiction
That we can argue any view.
For what in me is pure Conviction
Is simple Prejudice in you.

Phyllis McGinley

Your Name:_____

Today's Date:_____

SELF DISCOVERY EXERCISE

SDE 3

HOW DO YOU SEE PEOPLE?

A. FACT OR FALLACY?

Some of the following statements are common misconceptions about what people are like. See if you can pick them out. Space is left for your comments.

True	False		
_____	_____	1.	Slow learners remember longer.
_____	_____	2.	Brilliant students are physically inferior.
_____	_____	3.	Some people are born with the ability to make friends.
_____	_____	4.	All redheads have quick tempers.
_____	_____	5.	Beautiful girls are seldom brilliant.
_____	_____	6.	There is a thin line between giftedness and madness.

True	False		
____	____	7.	Love, rage, and fear are emotions we inherit.
____	____	8.	The stars and planets can predict my future.
____	____	9.	A high forehead is a sign of brilliance.
____	____	10.	Men are more intelligent than women.
____	____	11.	A photograph of a person tells a great deal about his character.
____	____	12.	I can make a person turn around by staring at the back of his head.
____	____	13.	Insanity is incurable.
____	____	14.	The faster one learns, the faster he forgets.
____	____	15.	My I.Q. is inherited.
____	____	16.	My self-concept is something I can change.
____	____	17.	Talking over a problem with someone often helps to find a solution.
____	____	18.	I can benefit from the experiences of friends in solving problems.
____	____	19.	Teachers usually underestimate how much students fear failure.
____	____	20.	Fewer women than men are color blind.
____	____	21.	How I see myself is a most important factor governing my behavior.

True	False		
____	____	22.	Intelligently gifted people tend to be above average in physique.
____	____	23.	People behave according to how they see things.
____	____	24.	Bright parents tend to have bright children.
____	____	25.	Attitudes influence what I learn and how I learn.
____	____	26.	Students are smarter than ever before.
____	____	27.	Environment can cause large differences in I.Q.
____	____	28.	The first few years of life are very important in the development of personality.
____	____	29.	I could be too intelligent to succeed in certain jobs.
____	____	30.	I frequently like or dislike people because of childhood experiences.

Experts would probably agree that questions one through fifteen should be marked <u>false</u> and sixteen through thirty should be marked <u>true</u>. This is a difficult test and most people miss quite a few items. The following key will give you some idea of how most people score:

Number Correct	Rank
10-15	fair
16-20	good
21-25	excellent
26-30	superior

Please answer the following questions about the inventory.

1. Of the thirty items, this one surprised me the most:

2. Why did this item surprise me?

3. What common fallacy can I think of that many people believe?

4. Why do they believe this fallacy?

5. Some people behave differently than I, how can I tell if their behavior is right or wrong?

6. What did this little inventory tell me about how I see people?

7. How do I recognize errors in my own thinking about people?

B. PEOPLE IN GENERAL

INVENTORY 'A'

Between each pair of the following traits there are three spaces. I am to place an "X" in the appropriate space to show my opinion of <u>people in general</u>.

For example, if I think that people in general are happy, I would place an X in the space closest to "happy" like this:

Happy __X__: _____: _____ Unhappy

Or if I consider people in general as unhappy, I would place an X in the space closest to "unhappy" like this:

Happy _____: _____: __X__ Unhappy

Or if I consider people in general as neither happy nor unhappy, I would place the X in the middle like this:

Happy _____: __X__: _____ Unhappy

There are no right or wrong answers, so I should give my first impression.

PEOPLE IN GENERAL ARE:

1.	Happy	_____: _____: _____	Unhappy
2.	Tense	_____: _____: _____	Relaxed
3.	Leaders	_____: _____: _____	Followers
4.	Unreliable	_____: _____: _____	Reliable
5.	Stingy	_____: _____: _____	Generous

6.	Considerate	_____:	_____:	_____	Inconsiderate
7.	Deep	_____:	_____:	_____	Shallow
8.	Attractive	_____:	_____:	_____	Unattractive
9.	Hostile	_____:	_____:	_____	Friencly
10.	Self-confident	_____:	_____:	_____	Unsure
11.	Optimistic	_____:	_____:	_____	Pessimistic
12.	Unsociable	_____:	_____:	_____	Sociable
13.	Cruel	_____:	_____:	_____	Kind
14.	Wise	_____:	_____:	_____	Foolish
15.	Brave	_____:	_____:	_____	Cowardly
16.	Bad	_____:	_____:	_____	Good

C. A LOOK AT MYSELF

INVENTORY 'B'

Now, here is another inventory. This time I am to place an "X" in any one of these spaces to show my opinion of <u>myself</u>.

For example, if I think that I am generally happy, I would place an X in the space closest to "happy" like this:

Happy __X__: _____: _____ Unhappy

Or, if I consider myself to be generally unhappy, I would place an X in the space closest to "unhappy" like this:

Happy _____: _____: __X__ Unhappy

Or, if I consider myself as neither happy nor unhappy, I would place the X in the middle like this:

Happy _____: __X__: _____ Unhappy

IN GENERAL, I AM:

1.	Happy	_____:	_____:	_____	Unhappy
2.	Tense	_____:	_____:	_____	Relaxed
3.	Leader	_____:	_____:	_____	Follower
4.	Unreliable	_____:	_____:	_____	Reliable
5.	Stingy	_____:	_____:	_____	Generous
6.	Considerate	_____:	_____:	_____	Inconsiderate
7.	Deep	_____:	_____:	_____	Shallow
8.	Attractive	_____:	_____:	_____	Unattractive
9.	Hostile	_____:	_____:	_____	Friendly
10.	Self-confident	_____:	_____:	_____	Unsure
11.	Optimistic	_____:	_____:	_____	Pessimistic
12.	Unsociable	_____:	_____:	_____	Sociable
13.	Cruel	_____:	_____:	_____	Kind
14.	Wise	_____:	_____:	_____	Foolish
15.	Brave	_____:	_____:	_____	Cowardly
16.	Bad	_____:	_____:	_____	Good

D. COMPARISON OF INVENTORIES

When I have completed Inventories "A" and "B," I should take them out of this notebook and place them side by side for comparison.

In the following spaces, I am to place and "X" beside those pairs of traits in which my opinion of <u>myself</u> (Inventory "B") differs from my opinion of people in general (Inventory "A"). Where 'X's' appear, complete the sentence.

_____ 1. <u>Happy-unhappy</u> - - - I see myself as more:

_____ 2. Tense-relaxed - - - I see myself as more:

_____ 3. Leader-follower - - - I see myself as more of a:

_____ 4. Unreliable-reliable - - - I see myself as more:

_____ 5. Stingy-generous - - - I see myself as more:

_____ 6. Considerate-inconsiderate - - - I see myself as more:

_____ 7. Deep-shallow - - - I see myself as more:

_____ 8. Attractive-unattractive - - - I see myself as more:

_____ 9. Hostile-friendly - - - I see myself as more:

_____ 10. Self-confident-unsure - - - I see myself as more:

_____ 11. Optimistic-pessimistic - - - I see myself as more:

_____ 12. Unsociable-sociable - - - I see myself as more:

_____ 13. Cruel-kind - - - I see myself as more:

_____ 14. Wise-foolish - - - I see myself as more:

_____ 15. Brave-cowardly - - - I see myself as more:

_____ 16. Bad-good - - - I see myself as more:

The items I have marked indicate the ways in which I view myself as different from other people. How do these differences effect my attitudes and behavior?

The items I did not mark indicate the ways in which I view myself as similar to people in general. How do these similarities influence my attitudes and behavior and my choice of friends?

E. SOME FINAL THOUGHTS ABOUT SEEING PEOPLE

1. When I see people behave in a manner that I like, how do I respond to them?

2. When I see people behave in a manner that I dislike, how do I respond?

3. What do the above answers tell me about how my perceptions influence my behavior?

* * *

This brings SDE 3 to a close. You have considered some common misconceptions about what people are like, and you've explored your personal perceptions in an objective manner. Now you are all set for one of the most important chapters to you in the Project, Chapter 4: <u>What are your feelings</u>?

If you have any comments, questions, or personal thoughts for your Project Counselor, please use the space below. (Of course, you may use the back of this paper too.)

PEANUTS
2-11
YES, MA'AM? ME? WHY DID I HAVE MY HEAD ON MY DESK? YOU DON'T KNOW? YOU'RE ASKING ME WHY I HAD MY HEAD ON MY DESK?
BECAUSE I BLEW THE STUPID SPELLING BEE, THAT'S WHY!!!
OH, GOOD GRIEF! NOW, I'VE DONE IT!
SCHULZ

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Peanuts Cartoons © 1960, 1965, and 1966.

CHAPTER 4

WHAT ARE YOUR FEELINGS?

To understand yourself better, it helps to consider how you feel about yourself, others, and the world in which you live. Everyone seems to understand what the word "feeling" means, but each in his own way. For example, feeling has been variously defined as:

* an unreasoned opinion
* a conscious process of experience
* emotional responsiveness
* a sensation from the body
* a perception

For our own use, please consider feeling as simply the way you respond emotionally to your world.

This chapter invites you to explore your own personal feelings in a warm permissive atmosphere. Here you will find valuable information, and you will find it interesting to discover its personal meaning for you. The main business of this chapter is to have you consider your feelings of adequacy, which means feeling good about yourself and your abilities. Fortunately, most of us feel more or less adequate from time to time, just as most of us feel more or less inadequate sometimes. Feelings of adequacy are on a spectrum extending from very adequate to very inadequate. All of us are striving for feelings of adequacy, in our own unique ways, and none of us ever becomes perfectly adequate.

What kind of person should you strive to be? Probably you wish to be reasonably successful, usually happy, and to have the ability to deal with life in an effective manner. If you accomplished these goals most of your needs would probably be met. You would feel challenged rather than threatened by the many situations encountered daily as you move through life. You would see yourself and the world as they are with a minimum of distortion. You would feel liked, respected, worthy, and able. You would have generally positive feelings about yourself, and you would have a capacity for acceptance of, and a high degree of identification with, other people.

Dr. Arthur W. Combs of the University of Florida has written a description of adequate people as having personalities which seem to be characterized by four

general qualities:

1. They tend to see themselves in essentially positive ways. That is to say, they see themselves as generally liked, wanted, successful, able persons of dignity, worth, and integrity.

2. They perceive themselves and their world accurately and realistically. These people do not kid themselves. They are able to confront the world with openness and acceptance, seeing both themselves and external events with a minimum of distortion or defensiveness.

3. They have deep feelings of identification with other people. They feel "at one with" large numbers of persons of all kinds and varieties. This is not simply a surface manifestation of "liking people" or being a "hail-fellow-well-met" type of person. Identification is not a matter of polished social graces, but a feeling of oneness in the human condition.

4. They are well informed. Adequate people are not stupid. The worlds they experience are rich and varied, and their information is organized so that it can be of use when needed.

The purpose of the Self-Discovery Project is to encourage you to grow in these four areas.

Unfortunately, there are many people who live under a great deal of threat. The most inadequate of these we call by special names: the criminal, the neurotic, the mentally ill, the delinquent, the discipline problem. These people feel threatened because they have doubts about their own capabilities to cope with life. They tend to dislike themselves and to see themselves as incapable, unworthy, and unliked. They see themselves as constantly threatened, although they may not know why they feel this way.

When you are faced with a situation with which you feel unable to cope, chances are that you will feel threatened. You become overly self-conscious, your perceptions are narrowed, and you can think only of yourself

and of the immediate situation you're in. For example, suppose in a high school English class each student is given the assignment of preparing and presenting a short information speech. Student Joe Willis feels quite inadequate in giving speeches and has avoided speaking in public. When the day comes to speak, Joe is unable to be aware of factors other than the onrushing speech. He is unaware of other factors that might normally occupy his attention. Now suppose that Joe fights the feelings of threat that have built up within him and that his speech is well received. In fact, the teacher remarks on his good presentation. By meeting with successes such as this, Joe will begin to gain the confidence he needs so badly. In the future, when Joe is called upon to present another talk, his feeling of threat will be somewhat diminished because he will feel more adequate and capable of giving a good talk.

How many times have you seen students and adults speak before large groups of people with no apparent effort? A major reason for this is that the speaker feels that he is adequate enough to handle the situation. Why is it that what appears to one student as a threat can appear to another as a welcome challenge? The difference seems to be in the degree to which one feels capable of coping with the situation, which leads us to a discussion of how you can feel more adequate.

Actually, the title of <u>Project Self Discovery</u> can be a little misleading. To talk about discovering the "self" sounds as if it were there all along, just waiting for you to find it. It would be better to think of the "self" as a process of <u>becoming</u> a unique person. You create and modify yourself as you grow. This is indeed fortunate, because we've seen that most students are neither entirely adequate nor entirely inadequate but are somewhere inbetween the two extremes. You have reached a fair degree of adequacy and success or you would not have been invited to undertake this project. Just how adequate you are depends on what kind of experiences you've had and how you've viewed these experiences. For example, it is quite common to find adults who regard themselves as healthy or attractive or bright because their parents or someone important imbued them with these beliefs about themselves while they were growing up, and it takes a lot of contrary evidence to convince them otherwise. Some good teachers deliberately instill feelings of ability in students and convince them that they are able to handle academic work. For example, many of your fellow students take

a lot of mathematics, not because of superior intelligence, but because their self-concept tells them that they're good when it comes to numbers.

Most of us face threat of some sort daily. How we cope with our daily share of threats depends on how well we know ourselves and how well we've learned to adjust to our particular environments; but equally important is whether we tend to see ourselves in essentially positive ways.

There are no set rules to deal with the task of becoming more adequate. You are unique, and the most outstanding fact about you is that you are different from any other person. Yet there are some general understandings about feelings that are important. In understanding your feelings it will help to know something about perception, and how people tend to believe that their perceptions are accurate and real, while the perceptions of others are thought to be filled with error and delusion. Therefore, it helps to try to recognize how things seem to others. It also helps to be willing to look at your own feelings as objectively as possible, to re-examine your ideas and values, and if necessary, to change your ideas to fit new experiences. Finally, it helps to avoid threatening others and to learn to deal more effectively with the threats you encounter. You can do this, not by launching a strong counterattack of threat (as in a loud argument, or insults, or worse), not by seeking surrender and appeasement (where you lose your self-dignity and respect), but by choosing a third approach where you accept daily problems for what they are, to view them realistically, to deal with them reasonably, and all the while to maintain respect for yourself and others. In this way you will become even more adequate than you are now, and you will help others to become more adequate too.

From the preceding discussion you will recognize that how you see yourself is the most important single influence affecting your behavior. The following article gives you a fine opportunity to snoop a little and read from an actual diary of a teenage girl.

"Excerpts from a diary of a teenage girl"

Lester D. Crow

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The struggle of growing up is expressed in numerous diary entries as this teenage girl records those feelings and emotions that she experiences in connection with various life issues, especially those associated with her relations with members of the opposite sex. Some of those highlights are presented here. Since this girl named her diary "Jane," it can be assumed by the reader that as each entry is made it is addressed to "Jane." Her diary was started on January 1, 1953. The following entries are representative of the problems experienced by girls of this age.

Dear Diary:

Happy New Year. Since you will have a lot to hear from me this year I'll give you a name. It is "Jane."

Well Jane, I just don't know what I'm going to do. All I have in common with my parents is fights. I wish we could be pals. I say "boo" and I'm being fresh. I fool around with them and I get smacked, and if I walk out of the room I am running away from everything. I stayed with Phyllis and Sharon today. Only 14 more days till my birthday. Good night.

1/3--I am going to stick to my resolution "Don't talk about anyone." Today I read Sharon's first love letter. It was mushy. 12 more days to go.

1/15--Happy Birthday to me! Tonight I am 13 years old. I was very surprised to see the gum corsage, and a piece of gum to each girl friend. I received a lovely handbag from my mother and father and ten dollars from my grandma. This afternoon I went for shoes with Sharon and met Phyllis and Irene in the shoestore. They were so loud and noisy that it was disgusting.

2/5--Today my mother went to the hospital for her operation. I went to visit her at night with my father. She was looking forward to it. I ate out with my Pop.

6/9--I have had many arguments with Sharon. She must think that without her I'm lost. But she should think again. Of course, I'll continue to be friends but I'm sure she senses the wall between us. I did not tell you that I quit the "Shadows SC" and after four months I am starting to be friendly with the girls.

7/11--Every time I see Howie I simply swoon. He's so handsome. Mm, boy! He's so snobby. Ever since he became 8th year vice president he forgot his old friends. I think Sharon is cold hearted. She insults everybody. If I wanted to, I could insult her real good.

8/21--I guess you must think I am lazy. Well, you're right. I am. I just forget to write.

12/18--I have two million and one things to say to you. As you know, I ran for president. I lost, but Jerry won. I am glad I didn't win because I am in a better club now--Senior Publications. We plan Senior activities. I don't dislike Jerry any more. He's not so bad when you get to know him. When you are a senior, you have a lot of freedom.

12/31--It is sad to say that 1953 is dead, that it only lives in memories. Lots of things have happened. I went on my first blind date. I had my first necking session with ---------- whom I will probably forget in years to come. Right now I don't think I will ever forget it.

1/1/54--Well a new year starts. I hope I won't forget to keep in touch with you as much as last year. I baby-sat last night and made $3.50.

1/2--I am in a dreamy mood this morning. I feel very stupid but I can't forget that time with ----------. I don't really like him. It happened almost three months ago, and I can forget it.

1/3--Janice kept me company tonight. We had a lot of fun. I read her my 1953 diary. It's funny to laugh at now. But I was quite serious when I wrote it. I saw Arnie today. He's very handsome. I wonder if I like him. Sometimes I like a lot of boys at once.

1/5--Jerry and I acted the same as usual toward each other, like friendly enemies.

1/6--I saw Jerry today and ignored him. Sharon walked home at lunch time with Jerry. He told her that the last time he walked home with me I acted cold toward him (I didn't let him kiss me). I think he still likes me, but his pride won't let him admit it. I could like him--if only he was in the ninth grade.

1/20--After school Sharon and I went to the school dance. We wore the crazy skirts (all colors of the rainbow). At the dance Jerry made a fool of himself.

2/4--My parents don't try to understand me. They think it is a crime if they would laugh at something Gary (her younger brother) and I say. They would rather scold.

3/11--I WISH I COULD DIE! Two weeks ago my parents and I had a long talk. My parents said that they did not want me to see boys so much (much, ha!) and I should not stay with Sharon because she was a bad influence. Little do they know Sharon and I have different ideas on lots of things and she does things that are queer. My parents say that when I get older I will think of them. They look at it different from my point of view, and my stubborn self won't do what they want.

5/21--I won a contest in my school. I won for "The girl who did most for the school." I know I have done a lot but I still think Harriet has done more. During mid-terms, Howie came around to our school. We became friends and he has come over to the house a few times. Tomorrow is social dancing for my gym class. I'm praying I'll get Jerry but I'll probably wind up with a drip.

9/3--I was on the T program "Dance Time." I was on it with Jerry. (He still likes me.)

9/20--Crazy me--I want you to know I still feel the same about Jerry. I still like him although there are boys whom I like just as much or even more.

10/20--Tonight I went out until 8:30. I was wearing my "Shadow Club" sweater. Keny was wearing his club jacket and he wanted to change with me. So I have his jacket and he has my sweater.

12/31--I go to --------- High School and I like it. I am moody lately. I think what I need is a boy friend. But who would like me?--short, fat, and ugly. Oh well, maybe 1955 will be different.

1/1/55--Happy New Year! and I really hope it's a happy year. Peace on earth and good will to me is my wish. I am going to try and make this a really

progressive year for myself.

5/24--Another summer is coming and I'm afraid it will be very boring. I have a mad crush on a boy named Jay. I doubt that he will ever ask me out.

6/2--I haven't gone out since November. Of course, I have gone to parties but what is that. I have a very good baby-sitting job so whenever I baby-sit I tell the boys I have a date.

7/27--Jay is in the country. Before he left we had become very good friends. I think he has a little crush on Joan though. I am very friendly with his father. He told me that Jay is having a very nice time in camp. He promised to write but he hasn't yet.

8/20--As I predicted, the summer has been dull. I went out on a blind date. He was awful.

8/26--The boys that Joan and I were supposed to go out with came a little late. They got lost. Then, because we didn't want to go in the car, they left. So we didn't go out. Then Joan and I met Harvey and Jerry at the park.

8/27--I know that if I had a boy friend I would have much better peace of mind. I even think my studies would improve.

10/31--Harvey found out about my liking Jay. He gave me some advice but even now, going on November, I still like him. I think he knows. Harvey told him a few weeks ago that I used to have a crush on him. I constantly dream and think of him. I am constantly talking about him.

1/3/56--I realize now that I act pretty childish at times. I think I'm afraid to grow up. I kid around too much. A good example is, I like to play with my brother. He beats me up and I beat him up.

1/4--I am afraid that there won't be enough boys at my party. I wish the whole thing were over. I must go on a diet.

1/13--Tomorrow is P-Day (Party Day). I hope it is a success. I know it has the ingredients for a success, but you can never tell if it will click. I don't care if I don't have a good time (I'm lying) but

I really hope my guests enjoy themselves.

1/15--Well, I'm 16 at last. The party was a big success! Everyone had a great time, even me. Only four more years and I will be 20.

2/16--We have just started our new term. I like my teachers very much. I am Chairman of the Props Committee for this year's Varsity Show. I have a great desire to go to the prom this June.

2/17 I realize now why a lot of girls want to go steady. Going steady means no worries about boys. I don't want to go steady right now, with anyone. I just want to go <u>steadily</u>.

4/30--I think I'm a big disappointment to my parents. I have to invite a boy to sweet 16. I might ask Harvey. But I'm afraid he will say no. Then he'll have something to tell his friends.

7/4--Sometimes I feelthat my mother likes Gary better than me. Lately, I've been asking for money quite often. I always receive it without any arguments. My Mom and Dad are wonderful to me. They give Gary and me all they possibly can both material and spiritual. When I keep asking for money and they give it to me, I feel guilty. I really don't understand why I'm writing all this. Maybe because it's the 4th of July.

8/2--(The last entry) Today I helped Mom clean my room. This afternoon I went to work. I work one-half block away from my house. I work three days a week for three hours.

C O N F I D E N T I A L

Thought is deeper than all speech,
Feeling deeper than all thought.

Christopher Cronch Thought

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 4

WHAT ARE YOUR FEELINGS?

A. HOW I FEEL ABOUT MYSELF

Here are 50 personal traits or characteristics taken from the Student Manual of Norman L. Munn Introduction to Psychology and reprinted by permission of Houghton Mifflin Publishers.

I should place a + before each one that characterizes me, a - before each trait that represents the opposite of my own trait, and a ? when I am doubtful. There's room to write in your comments.

_____ (1) I express myself better in writing than in speech.

_____ (2) I resist discipline and orders.

_____ (3) I limit my acquaintances to a select few.

_____ (4) I feel hurt readily, and am sensitive about remarks or actions which have reference to me.

_____ (5) I am suspicious of the motives of others.

_____ (6) I worry over possible misfortunes.

_____ (7) I indulge in self-pity when things go wrong.

_____ (8) I get rattled easily, losing my head in excitement or moments of stress.

_____ (9) I keep in the background on social occasions, avoiding leadership at social affairs.

_____ (10) I am critical of others.

_____ (11) I prefer to work alone rather than with people.

_____ (12) I have ups and downs in mood without apparent cause.

_____ (13) I am meticulous: that is, I am extremely careful about my dress and painstaking about my personal property.

_____ (14) I blush frequently.

_____ (15) I pay serious attention to rumors.

_____ (16) I limit my acquaintances to members of my own sex.

_____ (17) I avoid all occasions for talking before crowds, since I find it difficult to express myself.

_____ (18) I am radical; that is, I want to change the world instead of adjusting myself to it.

_____ (19) I am outspoken, saying what I consider the truth, regardless of how others may take it.

_____ (20) I introspect; that is, I turn my attention inward toward myself.

_____ (21) I prefer participation in competitive intellectual amusements to athletic games.

_____ (22) I am strongly motivated by praise.

_____ (23) I daydream.

_____ (24) I am selfish.

_____ (25) I dislike and avoid any process of selling or persuading anyone to adopt a certain point of view (except in the religious field).

_____ (26) I am sentimental.

_____ (27) I prefer to read about a thing rather than experience it.

_____ (28) I am extremely careful about the friends I make; that is, I must know a person pretty thoroughly before I call him a friend.

_____ (29) I shrink from actions which demand initiative and nerve.

_____ (30) I prefer to work things out on my own hook; that is, I hesitate to accept aid.

_____ (31) I talk to myself.

_____ (32) I derive enjoyment from writing about myself.

_____ (33) I keep a diary.

_____ (34) I shrink when facing a crisis.

_____ (35) If I unburden at all, I do so only to close personal friends and relatives.

_____ (36) I am reticent and retiring; that is, I do not talk spontaneously.

_____ (37) I have new and sometimes eccentric ideas.

_____ (38) I work by fits and starts.

_____ (39) I am a poor loser, that is, I become considerably upset and depressed after the loss of a competitive game.

_____ (40) I am absent-minded.

_____ (41) I depreciate my own abilities, but assume an outward air of conceit.

_____ (42) I hesitate in making decisions on ordinary questions in the course of the day.

_____ (43) My philosophy is rather idealistic.

_____ (44) I have ups and downs in mood with apparent cause.

_____ (45) I rewrite my social letters before mailing them.

_____ (46) I move slowly.

_____ (47) I am governed by reason rather than by emotion.

_____ (48) I admire perfection of form in literature.

_____ (49) I make mistakes in judging the character and ability of others.

_____ (50) I am thrifty and careful about making loans.

In scoring the above test, I should consider only the + and - answers. Subtract the total number of minus answers from the total number of plus answers:

_____ total number of plus answers

(minus) _____ total number of minus answers

_____ my score

My score may be either positive or negative, according to whether I wrote in more + or more -.

All of the statements in this inventory represent characteristics of people who find satisfaction in the inner life of thought and fancy, and who are interested in dealing with <u>subjective</u> ideas, feelings, and imagination. The higher my positive or + score, the more I am interested in dealing with

subjective ideas.

The higher my negative or - score, the more I find satisfaction in objective things, objects, actions, and the concrete actualities of the world.

The average college student usually rejects more of these statements than he accepts, so that the middle score is around + 10 or - 15 rather than at zero. The range in students usually extends from about + 40 to - 25. As an able high school student you can compare yourself with this group.

B. ADEQUACY

1. In what situations do I feel most adequate?

2. Why do I feel this way?

3. In what situations do I feel most inadequate?

4. Why do I feel this way?

5. Here is a time when I felt very <u>threatened</u>:

6. What things make me feel angry?

7. What things make me feel good about life?

8. Who do I turn to when I need to talk over personal problems?

C. MY PERSONAL TRAITS

I should indicate how well I feel the following traits describe me by placing an "X" in the appropriate column:

	Very much like me	Like me	Not Like me	Very much not like me
1. Active	____	____	____	____
2. Adventurous	____	____	____	____
3. Aggressive	____	____	____	____
4. Ambitious	____	____	____	____
5. Artistic	____	____	____	____
6. Capable	____	____	____	____
7. Complicated	____	____	____	____
8. Cheerful	____	____	____	____
9. Confident	____	____	____	____
10. Conformist	____	____	____	____
11. Changeable	____	____	____	____
12. Daring	____	____	____	____
13. Deliberate	____	____	____	____
14. Dependable	____	____	____	____
15. Clever	____	____	____	____
16. Easy-going	____	____	____	____
17. Efficient	____	____	____	____
18. Enthusiastic	____	____	____	____
19. Excitable	____	____	____	____
20. Frank	____	____	____	____
21. Friendly	____	____	____	____
22. Flirtatious	____	____	____	____
23. Forceful	____	____	____	____
24. Generous	____	____	____	____

		Very much like me	Like me	Not like me	Very much not like me
25.	Gentle	____	____	____	____
26.	Good-natured	____	____	____	____
27.	Hard-headed	____	____	____	____
28.	Honest	____	____	____	____
29.	Humorous	____	____	____	____
30.	Idealistic	____	____	____	____
31.	Intelligent	____	____	____	____
32.	Mature	____	____	____	____
33.	Rebellious	____	____	____	____
34.	Sensitive	____	____	____	____
35.	Sarcastic	____	____	____	____
36.	Sociable	____	____	____	____
37.	Stubborn	____	____	____	____
38.	Superstitious	____	____	____	____
39.	Talkative	____	____	____	____
40.	Witty	____	____	____	____

1. Listed below are the personal traits which seemed to be very much like me.

2. From this list of traits which seem very much like me, what can I discover about my feelings?

3. Listed below are the personal traits which seemed to be very much not like me.

4. From this list of traits which seem very much not like me, which ones would I like to develop? Why?

D. MY THOUGHTS ON THE DIARY OF THE TEENAGE GIRL

1. In general, how do I think this girl feels about herself and her world?

2. What people and experiences seem to me to be influencing the feelings of this girl?

3. What people and experiences influence my feelings?

4. In my opinion, what is the dominant theme of the girl's diary?

5. To what things in her environment is she most sensitive?

6. What would you think the differences in feelings and behavior are between going steady and dating many people?

7. What do you consider promiscuous behavior?

8. How do you feel about being told what to do?

* * *

This concludes SDE 4, and you probably understand your feelings better than you did before. The next chapter will give you the key to open the door to self-confidence.

If you have comments or questions for your Project Counselor, please scribble them below. (As usual, you may use the back of the paper too.)

PEANUTS
A SPELLING BEE? THEY'RE GOING TO HAVE A CITY-WIDE SPELLING BEE?
2-2
I SHOULD ENTER IT...THAT'S THE SORT OF THING I NEED TO DO TO GAIN CONFIDENCE AND SELF-ESTEEM...
I THINK I'LL RAISE MY HAND AND VOLUNTEER...IT'LL BE GOOD FOR ME...I THINK I'LL JUST RAISE MY HAND AND VOLUNTEER...
MY HAND WON'T GO UP...IT'S SMARTER THAN I AM!
SCHULZ

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CHAPTER 5

HOW DO YOU GAIN SELF-CONFIDENCE?

Sometimes you feel self-confident and sometimes you don't. Whether you feel self-confident in a particular situation seems to relate directly to: (a) how you see yourself, (b) how you see the situation you're in, and (c) how you see yourself in relation to the situation. An example might help to explain this. A high school basketball player may perform smoothly before hundreds of people in a basketball game, but may stammer and stutter when asked to say a few words at the pre-game pep rally. He sees himself as capable in the one situation and less capable in the other.

Think of the people you know, your friends, your teachers, your relatives; and select several that seem to be very self-confident. What are the characteristics which seem to contribute to their feelings of confidence? Perhaps their characteristics will appear in the following paragraphs, which look at some of the conditions which promote self-confidence.

Good physical health is so important to you that it and grooming will be treated separately in Chapter 10. For now, it's enough to recognize that good health will increase your self-confidence and greatly influence your behavior. Regular check-ups by your family doctor and dentist are a good first step to strengthen your self-confidence.

A second important aid that will help you in developing greater self-confidence is personal grooming. The feeling of sureness that comes with being clean and neatly dressed is a basic part of self-confidence. For instance, how do you feel when you get dressed up for an important event, when you know you're dressed and groomed well? Chances are, when you are clean and well groomed, you are more likely to feel capable and confident.

Laughing at some of the mistakes you make might seem an odd way of gaining self-confidence, but it does appear that the secret weapon of self-confidence is a sense of humor! Many of our politicians have developed the ability to laugh at the ridiculousness of some of their own behavior during the heat of a political campaign. On the athletic field you've seen boys who make a mistake and are able to grin at their own discomfort.

Somehow, a sense of humor does encourage confidence in yourself, and so for this reason it seems wise to look occasionally at just how funny we can be.

As you've already learned from earlier chapters, liking yourself is a simple but important part of obtaining self-confidence. This can be accomplished by making an honest appraisal of yourself as you're now doing in Project Self Discovery, to acknowledge your own strengths and weaknesses, to put your abilities to their best use, and then to honestly accept yourself for what you really are: a person of worth and dignity.

You'll remember that Chapter 3 stressed the importance of understanding and accepting other people. You learned that when you are warm and tolerant you will see other people not as threats to you but simply as individuals trying to be adequate. When you accept other people this does not mean that you must give in to the demands they make, which we call "acquiescence," or that you must be constantly on the offensive, which we call "counterthreat." Accepting others is simply the idea that you will value and respect others as you will expect them to value and respect you. If, however, you are shunned by a few people, it should not be a blow to your self-confidence, for it may well be a tribute to your value system. Thus, acceptance of other people will lead you to better self-confidence and a rich experience in life.

Finally, being well-informed is a hall-mark of a self-confident person. The sense of satisfaction that comes from being able to do something well is a great boost toward self-confidence. In your own case, this requires more than talking or writing; it requires active and continued attempts to achieve for yourself personal standards of excellence. For example, the cultivation of your mind is not the result of high I.Q., it springs from work--organized and sustained. Being well-informed gives you skill and confidence in yourself.

And so it is that self-confidence seems to hinge on being well-informed about something, having a sense of humor, keeping healthy and well groomed, and taking a positive view of yourself and others. Self-confidence is not being overconcerned about your own status, or threatening others, or fighting for superior status at the expense of others, or conceding to the demands of others. Self-confidence is simply a natural product of having a feeling of personal adequacy. This is movingly

illustrated by the following true story by a United States Senator.

HOW I GOT RID OF AN INFERIORITY COMPLEX*

by Elmer Thomas

United States Senator from Oklahoma

When I was fifteen I was constantly tormented by worries and fears and self-consciousness. I was extremely tall for my age and as thin as a fence rail. I stood six feet two inches and weighed only 118 pounds. In spite of my height, I was weak and could never compete with the other boys in baseball or running games. They poked fun at me and called me 'hatchet-face.' I was so worried and self-conscious that I dreaded to meet anyone, and I seldom did, for our farm-house was off the public road and surrounded by thick virgin timber that had never been cut since the beginning of time. We lived half a mile from the highway; and a week would often go by without my seeing anyone except my mother, father, and brothers and sisters.

I would have been a failure in life if I had let those worries and fears whip me. Every day and every hour of the day, I brooded over my tall, gaunt, weak body. I could hardly think of anything else. My embarrassment, my fear, was so intense that it is almost impossible to describe it. My mother knew how I felt. She had been a schoolteacher, so she said to me, 'Son, you ought to get an education, you ought to make your living with your mind because your body will always be a handicap.'

Since my parents were unable to send me to college, I knew I would have to make my own way; so I hunted and trapped opossum, skunk, mink, and raccoon one winter, sold my hides for four dollars in the spring, and then bought two little pigs with my four dollars. I fed the pigs slop and later corn and sold them for forty dollars the next fall. With the proceeds from the sale of the two hogs I went away to the Central Normal College--located at Danville, Indiana. I paid

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* Dale Carnegie, How To Stop Worrying And Start Living (New York: Simon & Schuster, Inc., 1944), pp. 269-272. Reprinted by permission.

a dollar and forty cents a week for my board and fifty cents a week for my room. I wore a brown shirt my mother had made me. (Obviously, she used brown cloth because it wouldn't show the dirt.) I wore a suit of clothes that had once belonged to my father. Dad's clothes didn't fit me and neither did his old congress gaiter shoes that I wore--shoes that had elastic bands in the sides that stretched when you pulled them on. But the stretch had long since gone out of the bands, and the tops were so loose that the shoes almost dropped off my feet as I walked. I was embarrassed to associate with the other students, so I sat in my room alone and studied. The deepest desire of my life was to be able to buy some store clothes that fit me, clothes that I was not ashamed of.

Shortly after that, four events happened that helped me to overcome my worries and my feelings of inferiority. One of these events gave me courage and hope and confidence and completely changed all the rest of my life. I'll describe these events briefly.

First: After attending this normal school for only eight weeks, I took an examination and was given a third-grade certificate to teach in the county public schools. To be sure, this certificate was good for only six months, but it was fleeting evidence that somebody had faith in me--the first evidence of faith that I had ever had from anyone except my mother.

Second: A country school board at a place called Happy Hollow hired me to teach at a salary of two dollars per day, or forty dollars per month. Here was even more evidence of somebody's faith in me.

Third: As soon as I got my first check, I bought some store clothes--clothes that I wasn't ashamed to wear. If someone gave me a million dollars now, it wouldn't thrill me half as much as that first suit of store clothes for which I paid only a few dollars.

Fourth: The real turning point in my life, the first great victory in my struggle against embarrassment and inferiority, occurred at the Putnam County Fair held annually in Bainbridge, Indiana. My mother had urged me to enter a public-speaking contest that was to be held at the fair. To me, the very idea seemed fantastic. I didn't have the courage to talk even to one person--let alone a crowd. But my mother's faith in me was almost pathetic. She dreamed great dreams for my future.

She was living her own life over in her son. Her faith inspired me to enter the contest. I chose for my subject about the last thing in the world that I was qualified to talk on: 'The Fine and Liberal Arts of America.' Frankly, when I began to prepare the speech I didn't know what the liberal arts were, but it didn't matter much because my audience didn't know, either. I memorized my flowery talk and rehearsed it to the trees and cows a hundred times. I was so eager to make a good showing for my mother's sake that I must have spoken with emotion. At any rate, I was awarded first prize. I was astounded at what happened. A cheer went up from the crowd. The very boys who had once ridiculed me and poked fun at me and called me hatchet-face now slapped me on the back and said, 'I knew you could do it, Elmer.' My mother put her arms around me and sobbed. As I look back in retrospect, I can see that winning that speaking contest was the turning point of my life. The local newspapers ran an article about me on the front page and prophesied great things for my future. Winning that contest put me on the map locally and gave me prestige, and, what is far more important, it multiplied my confidence a hundredfold. I now realize that if I had not won that contest, I probably would never have become a member of the United States Senate, for it lifted my sights, widened my horizons, and made me realize that I had latent abilities that I never dreamed I possessed. Most important, however, was the fact that the first prize in the oratorical contest was a year's scholarship in the Central Normal College.

I hungered now for more education. So, during the next few years--from 1896 to 1900--I divided my time between teaching and studying. In order to pay my expenses at De Pauw University, I waited on tables, looked after furnaces, mowed lawns, kept books, worked in the wheat and cornfields during the summer, and hauled gravel on a public road construction job.

In 1896, when I was only nineteen, I made twenty-eight speeches, urging people to vote for William Jennings Bryan for President. The excitement of speaking for Bryan aroused a desire in me to enter politics myself. So when I entered De Pauw University, I studied law and public speaking. In 1899 I represented the university in a debate with Butler College, held in Indianapolis, on the subject 'Resolved that United States Senators should be elected by popular vote.' I won other speaking contests and became editor-in-chief of the class of 1900 College Annual, The Mirage, and the university paper, The Palladium.

After receiving my A.B. degree at De Pauw, I took Horace Greeley's advice--only I didn't go west. I went southwest. I went down to a new country: Oklahoma. When the Kiowa, Comanche, and Apache Indian reservation was opened, I homesteaded a claim and opened a law office in Lawton, Oklahoma. I served in the Oklahoma State Senate for thirteen years, in the lower House of Congress for four years, and at fifty years of age, I achieved my lifelong ambition: I was elected to the United States Senate from Oklahoma. I have served in that capacity since March 4, 1927. Since Oklahoma and Indian Territories became the state of Oklahoma on November 16, 1907, I have been continuously honored by the Democrats of my adopted state by nominations--first for State Senate, then for Congress, and later for the United States Senate.

I have told this story, not to brag about my own fleeting accomplishments, which can't possibly interest anyone else. I have told it wholly with the hope that it may give renewed courage and confidence to some poor boy who is now suffering from the worries and shyness and feeling of inferiority that devastated my life when I was wearing my father's castoff clothes and gaiter shoes that almost dropped off my feet as I walked.

* * *

It is interesting to know that Elmer Thomas, who was so ashamed of his illfitting clothes as a youth, was later voted the best-dressed man in the United States Senate.

* * *

Two interesting books:

Dale Carnegie. How to Stop Worrying and Start Living. (50¢, Books, Inc., New York, N. Y.)
This little paperback book offers to guide you, step by step, to confidence, happiness, and a better life. It may not do all it claims, but it is fascinating to read.

Robert E. Shafer. Personal Code. ($1.00, Scholastic Book Service, New York, N. Y.)
In this collection of stories and articles you will

discover how individuals face their personal problems with courage, or with indecision, and how each must eventually determine his own best answers--his personal code.

C O N F I D E N T I A L

They are able because they think they are able.

Virgil

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 5

HOW DO YOU GAIN SELF-CONFIDENCE?

A. Here are some statements dealing with your self-confidence. Please write "true" before the ones that seem to characterize you and "false" before the ones that do not. Space is provided for your comments.

1. Self-confidence Check List:

_____ Starting a conversation with a stranger is usually easy for me.

_____ I dislike getting up stunts to put life into a party.

_____ I never become extremely excited about a situation.

_____ Making up my mind is usually hard for me.

_____ I like to meet important people.

_____ I think I am a shy person.

_____ The presence of important people does not seem to make me self-conscious.

_____ Criticism usually makes me feel bad.

_____ I rarely feel nervous.

_____ It does not take much to make me blush.

_____ I seldom feel miserable.

_____ When others disagree with me I feel discouraged.

_____ It takes more than praise to convince me that I am succeeding.

_____ I often go out of my way to avoid meeting someone.

_____ I usually solve my problems without help.

_____ Others seem to want to take advantage of me.

_____ I do not experience feelings of inferiority.

_____ A good sales talk makes it hard for me to say "no."

_____ My feelings are not easily hurt.

_____ Many times I have ups and downs of mood.

_____ I would not mind making an important speech in public.

_____ I get stage fright easily.

_____ Having someone watch me work doesn't disturb me.

_____ Scoffing and teasing makes me uncertain of myself.

_____ I think I am fairly self-confident.

2. The above self-confidence check list was reprinted by permission from John and Dorathea Crawford, Better Ways of Growing Up (Philadelphia: Fortress Press, 1964). According to them, the more odd-numbered statements that are answered "true,"

and the more even-numbered statements answered "false," the more self-confident you think you are. In the space below, write a few statements which might do a better job of measuring your self-confidence.

B. JUDGING SELF-CONFIDENCE IN OTHERS

1. Jack is a high school student who works quickly but carelessly; he never goes back over his work. He boasts about what he can do and what he will do in the future. He considers himself a real "killer" with the girls and brags of his successes with them.

   a. Why does he try so hard to convince others of his ability?

b. Some people consider Jack overly-confident, others feel that he lacks confidence. What is your opinion of Jack?

2. Dan is a very bright and competent junior in high school who does well in school and makes good grades, yet he constantly worries and greatly fears tests.

   a. How could Dan gain greater self-confidence?

   b. What might be some reasons for his fears?

3. Ralph scores above average in achievement tests but when it comes to classroom work he does very poorly. When the guidance counselor talks with him, Ralph explains his poor work by saying that he simply cannot handle the work.

a. Why does Ralph believe that he cannot do the work when the achievement test scores clearly indicate that he can?

b. If Ralph were shown his achievement test results, would it help him to do better school work?

4. Around high school Tony is a loner. He seldom hangs around with the gang because he prefers to work on old cars in his backyard. Sometimes he's kidded at school for being the "Lone Ranger" and for being "too good" for the rest of the kids. Tony laughs at these jibes and kids the others right back. While working on his cars Tony is usually pretty dirty, but at dances he's one of the best groomed boys present.

   a. What can you tell about Tony's self-confidence?

b. How necessary is it to conform to the group in order to have self-confidence?

5. Sam is a high school junior who has had very few dates. He likes girls but is scared of them. He blushes and stammers in their presence. Even though the girls deem to enjoy his company, he is convinced that he is a failure when it comes to dating.

   a. Where do people such as Sam get such negative ideas about their abilities?

   b. How would you help Sam to overcome his problem with girls?

6. Roger hates school and would quit but his parents won't let him. He has a long school history of underachievement. Roger's few friends have already quit school and bought cars earned with their manual labor jobs.

   a. Roger feels very self-confident with his friends but just the opposite in school. What reasons might there be for this?

   b. Underachievers in school generally doubt their own abilities; what could the schools do to overcome this doubt?

D. What are some of my personal thoughts on self-confidence that I would like to express here?

* * *

This ends SDE 5. Your work with self-confidence gives you a good start for Chapter 6: <u>What are your Abilities</u>?

In case you have special questions or comments for your Project Counselor, the space below is for you.

PEANUTS
I THINK YOU SHOULD WORK HARD TO IMPROVE YOUR CHARACTER, CHARLIE BROWN...
PSYCHIATRIC HELP 5¢
THE DOCTOR IS IN
ONCE A CHILD GETS TO BE FIVE YEARS OLD, YOU KNOW, HIS CHARACTER IS PRETTY WELL ESTABLISHED
THE DOCTOR
BUT I'M ALREADY FIVE YEARS OLD! I'M MORE THAN FIVE!
THAT'S RIGHT, YOU ARE, AREN'T YOU?
3-3
TOO BAD... THAT'S THE WAY IT GOES!
THE DOCTOR IS IN
SCHULZ

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Peanuts Cartoons © 1960, 1965, and 1966.

CHAPTER 6

DO YOU USE YOUR ABILITIES?

So far in Project Self Discovery you've explored how you see yourself and the world and how you feel about yourself and others. Now is the time to consider that characteristic which sets you apart most clearly from other animals--your mental abilities, often lumped together in the single word "intelligence."

If you are like most teenagers you've probably wondered about your own abilities many times, particularly since beginning this project. Perhaps you are beginning to suspect (correctly) that you are a little more intelligent than you previously believed. This chapter is to help you to understand more about your mental abilities and to show you how to increase them.

After a half-century of scientific research, a great confusion still persists over defining intelligence. Dozens of definitions have been proposed by psychologists. Among these are:

... general mental adaptability
... the ability to learn
... to adjust to one's environment
... to think abstractly
... to profit from experience
... the power of good response
... to perceive more effectively
... to discover relationships
... to reason

While not one of the above is acceptable to all psychologists and educators, they all suggest a general idea about intelligence as being a certain class or quality of behavior. Even this rough definition is complicated by the fact that while people tend toward a characteristic quality of response, mental ability varies with the situation. For instance, in some situations you "see the point" immediately and in others you "can't catch on" at all.

Did you know that there are different kinds of mental ability? J. P. Guilford, a noted American psychologist, has suggested that there are more than fifty known "factors" of the intellect. For our purposes, however, it is feasible to identify two basic styles

of thinking: convergent and divergent. Both styles are found in all persons but in varying proportions. As these two styles of thinking are explained, ask yourself: "What proportion of each am I?"

Convergent thinking. The convergent thinker is primarily interested in learning about what is already known. If you:

* like problems which have a definite answer
* like to know what to expect
* approve of conformity and certainty

then you probably tend to be a convergent thinker.

Divergent thinking. The divergent thinker is more interested in revising the known, exploring the unknown, and constructing what might be. If you:

* would rather ask questions than solve them
* prefer risk over certainty
* like new ideas and new inventions

then you probably lean toward divergence in your thinking.

Both convergent and divergent styles of thinking are bound up with mental ability, and both styles are found in all persons. In your own thinking you can develop both styles. The typical school values convergent thinking and so this ability is taught. Sometimes, however, divergent thinking is not encouraged by teachers in spite of the fact that both ways of thinking are very important. If you wish to develop your divergent thinking abilities, try seeking new ways of doing things, looking for the unusual, and keeping open to new experiences.

Can you change your mental ability? Arguments that intelligence is fixed and unchangeable begin with Francis Galton in his book Hereditary Genius (1869). This book proved that men of great ability in Great Britain tended to come from just a few great families. From this finding, Galton concluded that genius is inherited, and that intelligence is fixed. He minimized the fact that children of great families have far greater opportunity to achieve distinction.

A second factor in thinking about intelligence originated with the work of Alfred Binet in Paris, France, around 1905. Using a series of questions and

simple performance tasks, Binet developed a test for the early identification of mentally defective children. This test contained a limited number of tests for age levels three to sixteen, with levels of performance normally expected at each age. Because an individual's score on this test under repeated testing over a period of time tended to be relatively constant, it was assumed by many psychologists that the Binet test was measuring "innate" fixed ability. Binet deplored the "brutal pessimism" that the intelligence of an individual is a fixed quantity. He argued that "one increases that which constitutes the intelligence of a school child, namely the capacity to learn, to improve with instruction."

In spite of Binet's early protests, the leading theory regarding mental ability has been dominated by the assumption that mental ability is fixed and predetermined by inheritance. This was due in some measure to the fact that the original Binet intelligence tests were brought to America by psychologists who were ardent hereditarians and students of Galton rather than by students of Binet.

Recently, however, a transformation has been going on in conceptions of intelligence. Strong evidence from a number of investigations stresses the crucial role of life experience in the development of mental ability. The more severe the lack of experience, the greater the decrease in mental ability. Thus, you are a product of continuous environment--organism interaction. Because of this simple fact, you have the wonderful ability to develop your mental powers more fully through reading, studying, and seeking out new experiences in the world.

Perhaps you've wondered how mental ability is measured. Binet's original test was revised and adapted for American use by Lewis M. Terman at Stanford University in 1916. This granddaddy of intelligence tests, now called the Stanford-Binet, has become the standard against which all other tests of intelligence are evaluated. It is called an "individual" intelligence test because it must be administered by a well-trained examiner to only one person at a time. It involves both verbal and performance tasks.

A second type of test is the "group" intelligence test, a paper-and-pencil test which gives the same general results as the individual test, though not so complete and precise. An advantage of the group test

is that it can be administered to large groups of people at once by a person who does not need to be well-trained in administering the tests.

The group tests are most common, and you have probably taken them as part of the testing program in your school. There are many such tests available for almost all grades. A few samples of the types of items on these tests appear in the SDE for this chapter. Unfortunately, both individual and group tests of mental ability favor the convergent thinker, as you can notice from the samples in the following SDE.

Group tests of mental ability should not be confused with typical achievement tests. Academic achievement tests deal with knowledge that you have been expected to learn. Intelligence tests probe your ability in areas that have not been specifically taught to you, but that you have learned by general life experience. Your background of general experience and learning is considered as a prediction of your ability to learn in the future.

Most of the misunderstandings people have about intelligence involve some sort of "law of compensation" which holds if you're <u>superior</u> in one trait, you must be <u>inferior</u> in another. For instance, throughout history there has been the recurring theme that there is a very thin line between brilliance and madness. Other recurring notions hold that very bright children will "burn themselves out" early in life, that highly intelligent students will be weak, unattractive, stoopshouldered, and wear heavy glasses, or that good athletes usually have very low mental ability. Fortunately, all these stereotypes <u>are false</u>.

Professor Lewis M. Terman, in a famous study of intellectually superior young people, found that they are not only the equals of intellectually average children in size, appearance, height, strength, and athletic ability, but that they tend to be superior in these traits as well.

To a large degree, mental ability is a process of perception, and so your intelligence is a function of the factors which limit how well you perceive. For instance, if you have not learned to perceive that 8 times 6 equals 48, then this function is meaningless to you and your behavior in regard to these figures would be ignorant. You mental effectiveness is dependent

upon the richness and variety of that which you have learned to perceive, and improvement of your mental ability is a process of improving your perceptions. You remember that some ways of improving your perceptions were discussed in Chapters 2 and 3. They might be worth reading again now.

The following reading illustrates in a very entertaining manner the interrelationship between perception and mental ability.

THE MOUSE AND HENRY CARSON *

Howard F. Lowry **

One evening deep in June--mid-summer eve to be exact--when there was a certain madness stirring in the world, a field mouse ran into the office of the College Entrance Board Testing Service in New Jersey. He scurried across a piece of complicated machinery and for one brief moment his tail flicked a delicate point in the apparatus. He ran to the other side of the room, turned, and made his way back again, his tail quickly undoing what he had just done. Out he went into the June night. And all the fireflies circling above the meadows stepped up the wattage of their lamps and sang in unison the immortal hymn to the young in heart, "Gaudeamus igitur."

For this was an historic night in the life of Henry Carson and American higher education. In that precise moment when the mouse's tail struck the machinery, the data on Henry Carson were being scored. Henry had made a very late decision to go to college, unsure of himself and his ability to complicate his mind much farther. But at last he had decided that he might as well lie back and be floated on the rising tide. Henry's real score should have been a pale figure, about midway on the scale or less. But the mouse saw to that. The card that finally emerged showed a clean 800 on both

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*Opening Address, Conference on Outstanding Students in Liberal Arts Colleges, Buck Hill Falls, Pennsylvania, March 26-29, 1961.

**President, College of Wooster, Wooster, Ohio.
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the verbal and the mathematics count--with smudge marks clearly a bonus and hinted strongly of the breath and finer spirit of all knowledge.

The news of Henry Carson's first-rate mind went quickly to his own home town. The principal of the high school summoned a quick meeting of the teachers who had so steadily underestimated him for four long years. "Perhaps he was just too interested in Hi-Fi, football, skin diving, and outer space to show his real qualities," one of them said. "Perhaps," said another, "we have mistaken the real index of his maturation." That is what went into the minutes. Mr. Stephens, the science teacher who had flunked Henry in his junior year, grunted to himself, "I done that boy real dirt! Call the college admissions office now and tell them what they've got on their hands."

The college admissions office needed no telling. The smoke signals from New Jersey had already arrived. Along the "idle hills of summer" the thrill of awe had run like a flame. "Two 800's, plus smudge marks!"

The admissions committee said, "Wire that boy that he's in and tell him to forget about the autobiographical sketch and plane geometry. He must, of course, be vaccinated."

The president of the college, who had just finished the final chapter of his new book, was busy writing memoranda to himself on "how we can communicate better and how we can undergird our counseling system next fall." He rubbed his greedy hands together when he heard of Henry. "This looks to me like the pursuit of excellence in full cry!" When the football coach heard of Henry, he, too, went into action. In high school Henry had made a fair name for himself as an athlete. He enjoyed knocking over somebody else before that person knocked him over. And on this simple principle he had made himself a most capable tackle. But when the coach at the college heard of the new board scores he cried, "This man must be a quarterback! Have him throw forward passes all summer; send him the movies of the last eleven games we lost." And Henry threw forward passes all summer. He studied the movies and even visited the college, in order that he might throw passes in the stadium in August. By conference rule the coach was not allowed to look at this, the purpose of the rule being simply to prevent coaches from seeing horrible sights in the summer. But Henry at least

seemed satisfied that he was progressing, and he spent the last day of his little visit measuring his room for draperies and curtains. He had by now learned to do this with a slide rule, using only one hand.

The point was that in every respect Henry had become a very changed man. He was a nice young fellow to start with, on just about every count. He was embarrassed by the new fuss that everybody was making over him. He was puzzled and rather dismayed by his new responsibility to be a brain. But he was also determined. "If that's the kind of mind I've got, I must live up to it." he said. And he felt better one day when he suddenly felt a strange bond with all other men in their long conflict with the darkness and the humdrum. For a friend who had read it somewhere in a book told him that a man named William James, who was supposed to know, had said that all of us use but the smallest fraction of the mind that we have. So Henry never thought of himself as a genius but as one who shared with all the other fragmented and partial sons of men some shining margin of possibility.

So autumn came, and the years of his youth went by, and Henry Carson passed from a boy into a man. All about him were ministering angels as the news of the scores and the smudge marks went ahead of him. Probably no man in the history of American education had so much adrenalin judiciously poured into his veins. Counselors trembled at the thought of neglecting such precious cargo, and many a teacher was moved to a clearer utterance by Henry's mere presence in a class. He transformed all he met through the power of his own bright potential.

Henry did not get all A's, and skated the low rim of eight or ten B's; for many who graded him were not easily fooled. "The boy works hard," one said, "and he must have a fine mind, but standards are standards." And they were quite right. There were many places where Henry did not come to fullest flower. He knew it without having to be told. But few men grew so much as he grew in four short years. He felt a kind of obligation, as if his scores were an order to a long voyage through strange seas of thought alone. He took courses that those who were often brighter than he was, in reality, were afraid to take. He made a peculiar decision to major in physics, because here, he thought, were laws and mysteries that he wanted to understand. In high school he had had a miserable time with mathematics. "Euclid, alone," the poet says, "has looked on beauty bare." And Henry Carson at least had never

interrupted Euclid's solitude. And yet in college he took all the math he needed for this new adventure and steadily groaned his way to the higher ground.

In fact, whole new worlds opened to Henry. Worlds of wonder and beauty and imagination, worlds that he would have timidly left closed had his attainment at eighteen been properly measured. He ran up and down the curriculum like a man possessed; never with brilliance but always with effect. And in such matters as art and music and philosophy where he moved with uncertain touch as a stranger in a strange land, even here there were abiding places and memorable hours of understanding. Years later he remembered the moment in Spinoza: "Lastitia est hominis transitio"--"Joy is man's passage to a greater perfection." And "all distinguished things are difficult." Henry scotch-taped that one to the wall over his desk. But better yet he wrote it in his heart.

Often he floundered on the platonic dialogues, whose gossamer arguments he could not always follow. But he did remember the evening words of Socrates at the end of the Phaedrus: "Beloved Pan, and all ye other gods who haunt this place, give me beauty in the inward soul. And may the outward and the inward man be as one. May I reckon the wise to be the wealthy, and may I have such a quantity of gold as a temperate man and he only can bear and carry." That, Henry thought, was good. And he cut it out and carried it in his pocket with his dining-hall ticket till it wore very thin.

At the Christmas of this sophomore year, when a girl he rather liked hoped he would give her a bottle of Chanel No. square root of 90, Henry sent her some verses from Goethe that had been printed for him in three colors by a friend in the art department. Henry thought it best that the German should be translated, and so it was . . . and it went like this:

> Every day and night I ever
> Think of man and praise his fate:
> If he thinks aright forever
> He's forever fair and great.

And then he added some other lines from the old German poet, that our life

> appears to share a glorious fate;
> the day so lovely, and the night so great.

By February the girl was going with someone else.

Religion had always been a fairly simple thing to Henry. It arose very quietly in his life from a deep sense of gratitude that he had had from childhood. As a boy he had heard a preacher he liked say at an evening service as the offering was about to be taken, "Oh, Lord, the fruit of the trees in the fields are Thine, the cattle on the hillsides are Thine; we return to Thee a part of that which is Thine own." And this sense of hourly gratitude grew in Henry until it became for him the profoundest thing in the world and cancelled all the deeper ravages of pride.

But once he knew the Board scores he thought he owed God more than just gratitude and homely service. He thought he ought to think about God. But the higher ranges of theology puzzled him greatly, and by his senior year he knew that Barth and Butmann were not his men, though he thought both of them had tried hard and deserved a lot of credit. He was wistful, not scornful, of his failure to comprehend them better. And somehow his spirit grew in the give and take of what was so many times beyond him.

One could go on about Henry, but one mustn't--at least not tonight. He became, as everyone who knew him said, one of the best men of his generation. He decided not to become a nuclear physicist but to become just an engineer. Yet everything he built lasted a long time. "He's always reaching for something," one of his best friends said, "and half the time he finds it." And they loved him to the hour of his death.

Henry never figured it all out. The day he understood best the curious thing that had happened to him was the day that by chance he read a book on the Renaissance. "The Renaissance," it said in the book, "was that grand awakening that put mankind in the way of great things." "It must have been a little like that with me," said Henry, "once I found out that I had a mind, I was put in the way of great things."

One day in Atlantic City at a convention of American colleges, learned men were talking of what we need most now in American higher education. And several of them thought they knew precisely. All of these were college presidents. The deans were less sure. But in the back of the room an old man who had known Henry a long time chuckled quietly to himself. "What higher

education needs," he said, "is more mice. And, I suppose, more men."

* * *

Here are three books on the subject of human ability which many people have enjoyed. One deals with the subject of intelligence, one with the theme of human courage, and one with your creative power.

H. J. Eysenck. Know Your Own I.Q. (85¢, Penguin Books, Baltimore, Maryland, a Pelican Original, 1962.) This book describes clearly what I.Q. is, what its shortcomings are, and how it is currently measured. (However, this book is not for those who wish to test themselves seriously, only a competent examiner can do that.)

Ann Frank. Diary of a Young Girl. (50¢, Pocket Books, Inc., 630 Fifth Ave., New York, N. Y.) Living during World War II in a secret suite of rooms in Amsterdam, Ann Frank kept a daily account of the thoughts and experiences of eight ostracized Jews who were in constant fear of being discovered by the Nazis. Each minute held threat and danger, yet, this young girl's insight and courage made the others more hopeful that they might be liberated.

Alex Osborne. Your Creative Power. (50¢, Dell Publishing Co., Inc., 750 Third Ave., New York, N. Y., 1948.) Shows you how to use your imagination to succeed in turning your day dreams into reality.

C O N F I D E N T I A L

There are one-story intellects, two-story intellects, three-story intellects with skylights. All fact-collectors are one-story men. Two-story men compare, reason, generalize. Three-story men idealize, imagine, predict; their best illumination comes from above, through the skylight.

Oliver Wendell Holmes

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 6

DO YOU USE YOUR ABILITIES?

A. MY MENTAL ABILITY

1. Have I ever been told my I.Q.?

   If so, what was it?

   How long ago was it measured?

   Was it an "individual" or "group" test?

   How accurate do I think this score is?

2. If I've never been told my I.Q., I guess it to be about _____.

   The following chart might help in guessing:

IQ Range	Wechsler Classification	App. % of Population in Group
130 & above	Very superior	2%
120 - 129	Superior	7%
110 - 119	Bright normal	16%
90 - 109	Average	50%
80 - 89	Dull Normal	16%
70 - 79	Borderline	7%
Below 70	Mental Defective	2%

3. What experiences have I had that lead me to estimate this I.Q.?

4. Assuming my estimate is fairly accurate, what can I do to increase my mental ability?

B. TYPICAL MENTAL ABILITY MEASURES

Most tests of mental ability are made up of "sub-tests," each subtest in turn is made up of a series of individual questions probing a particular trait. For example:

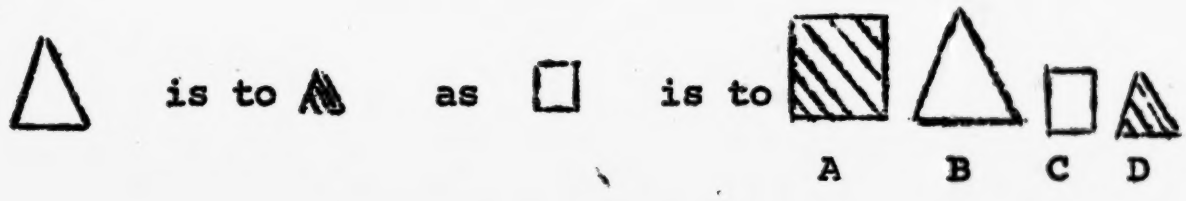
1. Vocabulary: A word meaning the same as crucial is:

   (a) cheerful (b) acute (c) fat (d) painful

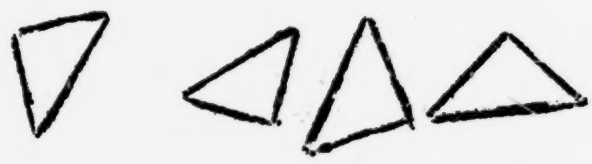
2. Arithmetic Reasoning: A boy bought a surfboard for $90.00 and then rented it to a friend for $1.50 per day. How many days will it take him to get his original investment back?

(a) 20 days (b) 40 days (c) 60 days (d) 80 days

3. Figure Analogies:



4. Object Assembly: These pieces, if put together correctly, will make a square. Please put them together.



5. Why do these problems seem to measure convergent thinking?

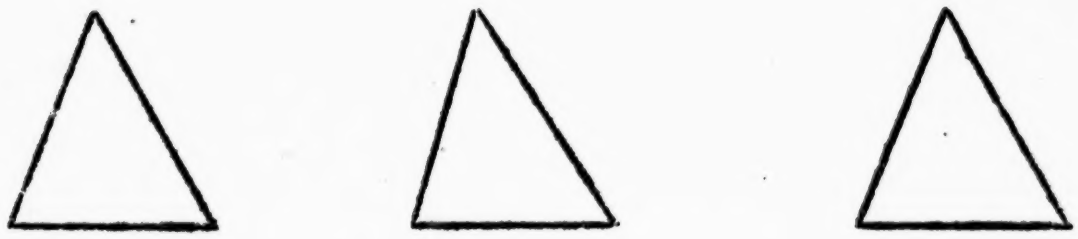
6. What sorts of past experiences might help or hinder me when I take this type of test?

7. How might I improve my efficiency on this sort of test?

C. DIVERGENT THINKING MEASURES

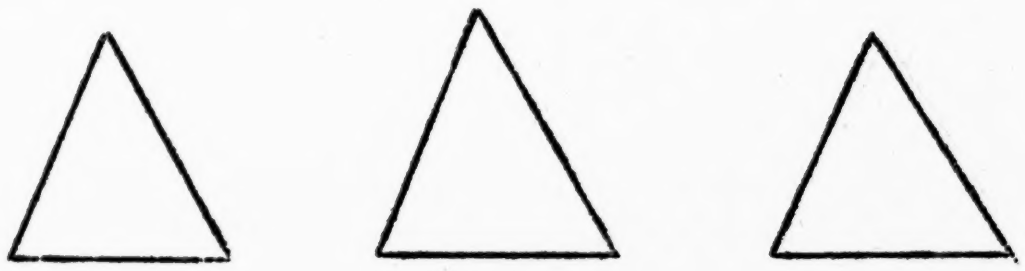
In the following exercises I am to use my imagination to think up unusual, exciting, and interesting ideas. I am to dream up ideas that other students might not think of.

1. Triangles. How many objects or pictures can I make from the triangles below? With pencil or pen I should add lines to each triangle to complete each picture or object. The triangle should be the main part of whatever I make. The goal is to make as many different pictures or objects as I can and to add titles below each drawing:

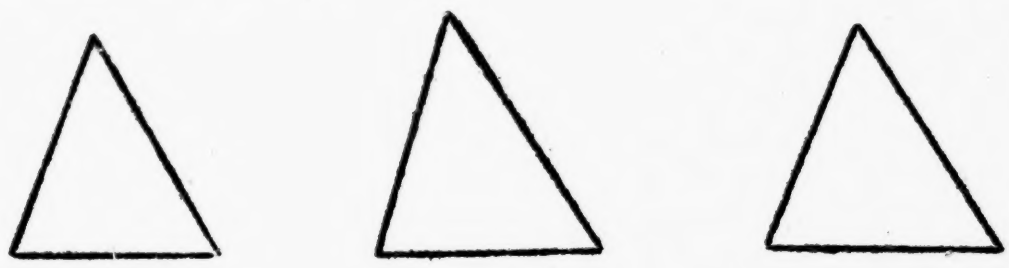


a._____ b._____ c._____

(triangles continued next page)



d. _____ e. _____ f. _____



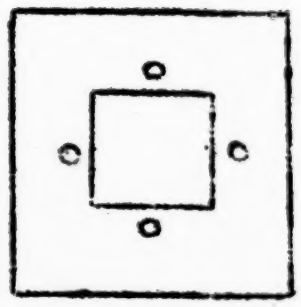
g. _____ h. _____ i. _____

2. Weird Figures. By adding a few lines to the following figures, I can sketch some interesting objects. I should give each completed drawing a title.

a. _____ b. _____ c. _____

3. Doodles. Now I'm to really let my imagination go by listing all the things I think each drawing could be:

example: jumping cheerleader



example: bird's eye view of picnic

_____ _____

_____ _____

_____ _____

4. What types of experience might help or hinder me on these divergent thinking tests?

5. How might I improve my efficiency on these divergent thinking tests?

6. What careers might call for divergent thinkers?

D. THE MOUSE AND HENRY CARSON

1. I think the real message of the reading is:

2. My guess as to why this reading was included in the chapter:

E. DO I USE MY ABILITIES?

1. How well do I use my abilities?

2. What positive steps can I take to use my abilities more fully?

* * *

Now that you've reviewed your abilities, you're all set to tackle Chapter 7: What are the Techniques of Success?

As always, if you have comments or questions for your Project Counselor, just write them below or on the back of this paper.

CHAPTER 7

WHAT ARE THE TECHNIQUES OF SUCCESS?

Drive! Will! Spirit. Ambition!--these and other words have been used to describe that something inside a person which incites him to action. Often this incentive toward activity is called motivation. Students who do well in school are considered to be "highly motivated." Students who do poorly are thought to be "unmotivated." What is this mysterious spur to action, and how do you get it?

For a long time scientists who studied human behavior believed that we are motivated by physical "drives" such as thirst, sex, hunger, and other organic needs. Our everyday social behavior was thought to be "socialized" basic drives. In recent years, however, there has been a deepening discontent with this "drive" theory of motivation because it fails to explain much of what we do. Scientists are now casting about for a more adequate explanation of what makes us go.

One new theory about human motivation is quite simple and yet seems to explain a great deal. This theory holds that there is only one kind of motivation, and that is the personal, internal motivation that each and every human being has at all times, in all places, and when engaged in any activity. For example, it means that you are always motivated, just as everyone is. You may not be motivated to do what your teachers or parents or friends prefer you to do, but you are never unmotivated. Motivation from this point of view is simply a basic desire that you have to protect and enhance your "self," not just your physical self (as we've seen) but your self-concept.

Here you might ask, "If I am always motivated, can I do anything I wish?" The answer to this question seems to be in your self-discipline. Of all the challenges facing you as you mature, perhaps the most important is the process of governing yourself for the sake of personal improvement. Samuel Johnson wrote: "Great works are performed not by strength, but by perseverance." At this time in your life the perseverance of education, of studying and competing for grades, is the major way in which your self-discipline is developed and tested.

Some students question the value of making good grades. They equate scholarship with "greasy grindsmanship" and profess pride in doing poorly in academic work. These students are sadly mistaken. A grading system for evaluating your school work is necessary for the following reasons:

The grades you earn in school are the best predictor of future success in business or in advanced schooling.

Your grades influence your choice of vocation, for they serve as recommendations to get you into college or to be admitted to skilled occupations.

Your grades influence your interest in courses, and help to indicate what you've learned in class.

Your grades allow you to meet graduation requirements as well as permit you to be eligible for many school activities.

Your grades are important to please your family and friends and to bolster your own self-esteem.

For all these reasons, <u>the grades you earn heavily influence your future</u>.

One final thought: "how to study" programs do seem to aid in self-discipline and often result in greater success in school. For this reason, it's probably a good idea to take advantage of any available courses in study techniques regardless of your present grade average.

* * *

Here are some books about the techniques of being a successful student.

Lester D. Crow. <u>How to Study</u>. (95¢, Collier Books, Inc., New York, N. Y.)
A little 160 page book that is an excellent aid for the high school student.

Eugene H. Ehrlich. How to Study Better and Get Higher Marks. (60¢, Bantam Books, 271 Madison Ave., New York, N. Y.)
This paperback suggests a number of easy-to-use techniques for getting better grades.

Helen M. Thompson. The Art of Being a Successful Student. (45¢, Washington Square Press, 630 Fifth Ave., New York, N. Y., 1964.)
This little book is a practical guide on reading and study problems that will show you how to become a better student and "a more successful person."

Dunning & Burton (Eds.) Courage. (Scholastic Book Services, New York, N. Y.)
Courage is where you find it . . . and in this unique collection of writing, you will find many kinds of courage: in a Florida swamp, in an atomic laboratory, in a ballplayer's thoughts as he looks at his useless limbs. It will help you to understand the courage that is involved in success.

C O N F I D E N T I A L

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.

Tennyson

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 7

WHAT ARE THE TECHNIQUES OF SUCCESS?

A. We are all motivated, but this motivation is expressed in many ways. Use the following list to examine the areas toward which you are motivated.

1. Motivation Check List.

	Much Motivation	Some Motivation	Little Motivation
Make friends	_____	_____	_____
Be self-sufficient	_____	_____	_____
Go to college	_____	_____	_____
Save money	_____	_____	_____
Get enough sleep	_____	_____	_____
Study in school	_____	_____	_____
Go to the beach	_____	_____	_____
Own a car	_____	_____	_____

	Much Motivation	Some Motivation	Little Motivation
Watch T.V.	_____	_____	_____
Be "on the go"	_____	_____	_____
Go steady	_____	_____	_____
Be talkative	_____	_____	_____
Make good grades	_____	_____	_____
Read books	_____	_____	_____
Attend dances	_____	_____	_____
Dress well	_____	_____	_____
Enjoy outdoors	_____	_____	_____
Be a leader	_____	_____	_____
Be an athlete	_____	_____	_____
Get married	_____	_____	_____
Enjoy life	_____	_____	_____
Lose or gain weight	_____	_____	_____
Be religious	_____	_____	_____
Write well	_____	_____	_____
Be mature	_____	_____	_____
Develop my abilities	_____	_____	_____
Hunt & fish	_____	_____	_____
Be a writer	_____	_____	_____
Get along with people	_____	_____	_____
Play an instrument	_____	_____	_____
Develop self-discipline	_____	_____	_____

2. Judging by the <u>much</u> <u>motivation</u> items which I checked, what are my ideas about adequacy?

3. Of those things which I indicated I am <u>little motivated</u> to do, which ones are necessary to my future success?

B. The following check-list of study habits encourages you to evaluate your own habits. The value of your "no" responses is to point out areas that you may need to strengthen. Please don't answer the questions as you think your Project Counselor would like, or even the way you feel you ought; just <u>be honest</u> with yourself.

1. Place of Study.

<u>Yes</u>	<u>No</u>	
_____	_____	Do I have a regular place of study?
_____	_____	Is it reasonably quiet and free of distractions?
_____	_____	Do I have an acceptable chair and good lighting?

Yes	No	
_____	_____	Do I have a dictionary at my desk to check for meanings and spelling of words?
_____	_____	Do I use this dictionary regularly, and list unusual words in a special notebook?

2. How long would it take you to memorize the Preamble to the Constitution while watching a football game?

3. Study Techniques.

Yes	No	
_____	_____	Do I give my toughest course top priority in studying?
_____	_____	Do I try to study when I'm physically alert?
_____	_____	Do I take a break when I become fatigued?
_____	_____	Do I set a definite goal for the assigned study period?
_____	_____	Do I study regularly on a schedule, rather than cramming the night before a test?

4. Imagine coming home late at night, tired, and having to prepare a paper due early the next morning at school. How accurate would your work be?

5. Note Taking.

Yes	No	
_____	_____	Do I take notes in ink?
_____	_____	Do I review my notes soon after class?
_____	_____	Do I take special care to make sure that my class notes are accurate and legible?
_____	_____	Do I underline important concepts in my notes and books?
_____	_____	Do I try to pick out central ideas in class to be included in my notes?

6. Imagine taking an open book test and not being able to read your own notes? How would this influence your note taking in the future?

7. Test Taking.

Yes	No	
_____	_____	Do I look over all the questions and answer first the ones I know best?
_____	_____	Do I read all directions on the text <u>carefully</u>?
_____	_____	Do I organize my time during tests so that I can proportion it according to the value of each question?
_____	_____	Do I strive to make test essays as neat as possible?

Yes	No	
_____	_____	Do I check my paper over before turning it in?

8. Imagine taking a test and failing it only because you didn't follow directions. In what ways might this be avoided?

9. Preparing Papers.

Yes	No	
_____	_____	Do I type my papers?
_____	_____	Do I make my papers as neat as possible?
_____	_____	Do I place my completed papers in a binder with the title of the paper, my name, the date, and the course title on the outside; and do I turn it in on time?
_____	_____	Do I keep an "idea" page to trap ideas by jotting them down before I start the paper?
_____	_____	Do I outline my paper before beginning, then dash off a paper, and polish it by writing a second or third draft?

10. Imagine writing a good paper and turning it in a day late and having the teacher refuse to accept it. In what ways could this be avoided?

11. Now that you've examined the above "rules for studying," how realistic and important are they <u>from your viewpoint</u>?

* * *

This finishes SDE 7, and now you're ready for the subject of communicating with others.

As usual, if you have comments or questions for your Project Counselor, just write them here:

PEANUTS
LOOK, LINUS... IT'S SILLY FOR YOU TO BE SCARED OF LIBRARIES..
BUT THEY'RE ALWAYS SO STILL.. AND WHEN YOU WALK IN, YOUR FOOTSTEPS ECHO LIKE YOU WERE IN A GREAT TOMB!
..AND THEN WHEN YOU GO UP TO THE FRONT DESK, THE LIBRARIAN LOOKS AT YOU WITH HER GREAT BIG EYES, AND SHE...
AAUGHH!

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CHAPTER 8

HOW DO PEOPLE COMMUNICATE WITH YOU?

"Every man," wrote Thomas Jefferson, "has two countries--his own and France." A young African writer has amended this to read "his own and America." It suggests the extent to which people far beyond the boundaries of America have had their imagination touched and their emotions engaged by the American experience. That experience is described by one of the most interesting words in the English language--culture.

When most of us hear the word "culture," we think of it as describing Rembrant's paintings or Bach's music and being a private world in which only a few of the most brillant and talented people participate. In reality, however, newspapers, sports, books, movies, T.V., fashions, manners, customs, music, politics, and art are all a part of American culture, and you are actively engaged in it.

In an important way, culture is simply a way of communication. From this view you are both a producer and a consumer, a composer and a listener, a writer and a reader. Each time you make a choice between one book and another, one record and another, a red shirt or a blue one, a cheese or salami sandwich you are contributing to our culture. In the entertainment you select, the records you buy, the dances you do, the styles you choose, you are shaping the culture in which you will live.

Throughout history, civilizations have expressed themselves by communicating in various ways. Two of the most permanent means through which cultures communicate their thoughts and feelings are through literature and art. These are major ways in which people communicate with you.

To develop yourself fully, books will provide the key to the door of knowledge. Experience clearly indicates that success in college or in life, even in pursuits such as mathematics, mechanics, and science, depends largely on verbal skill--the ability to understand and use words, to express yourself clearly and tastefully. Reading develops this ability. No bookless life, however rich, can ever give you a completely satisfactory sense of who you are and where you are going.

That books have the power to change men is evidenced by the countless "book-burnings" carried on by fearful groups down through the ages. The Persians feared and hated the Egyptians, and so they destroyed their books. Later the Romans burned the Jewish books, still later the Christians burned pagan books. In the past thirty years we have seen book burnings by Nazis, by dictators, by Communists, by hate groups of various kinds. The Nazis photograph is a grim example of a "book-burning" of the twentieth century. Even in our American culture, libraries are sometimes pressured to remove or destroy books. The reason books are prime targets for burning is because men realize the power of books to change men and to move the world. Ask yourself: is the pen really mightier than the sword?

T. S. Elliott wrote, "We read many books because we cannot know enough people." What sort of people do you meet in books? In The Red Badge of Courage you will meet Henry, a young Civil War soldier, and march with him as he struggles for manhood in a bloody battlefield. In the Grapes of Wrath you will encounter young Joad who shows such dogged determination to survive in the face of every obstacle to continued existence. In Captains Courageous you will fall overboard from a passing ocean liner with Harvey Cheyne, a spoiled lad of fifteen, and find a new life with hardy Gloucester fishermen. In 1984 you will experience with Winston and Julia their love and loyalty as they pledge to each other that the Party cannot make them violate their deepest innermost feelings. This is only the beginning of thousands of outstanding books that can challenge and delight your mind.

Whatever you do, let the happiness of reading lure you into a completeness of experience which, for a while, the cares of life cannot disturb. For instance, picture a river, a mile and a half wide, majestic, glimmering from shore to shore, and think along with Mark Twain as he writes in Adventures of Huckleberry Finn:

> A little smoke couldn't be noticed now, so we would take some fish off of the lines and cook up a hot breakfast. And afterwards we would watch the lonesomeness of the river, and kind of lazy along, and by and by lazy off to sleep. Wake up by and by, and look to see what done it, and maybe see a steamboat coughing along up-stream, so far off

toward the other side you couldn't tell nothing about her only whether she was a stern-wheel or side-wheel; then for about an hour there wouldn't be nothing to hear nor nothing to see-just solid lonesomeness. Next you'd see a raft sliding by, away off yonder, and maybe see an ax flash, because they're most always doing it on a raft; you'd see the ax flash and come down--you don't hear nothing; you see that ax go up again, and by the time it's above the man's head then you hear the k'chunk!-- it had took all that time to come across the water. So we would put in the day, lazying around listening to the stillness. Once there was a thick fog, and the rafts and things that went by was beating tin pans so the steamboats wouldn't run over them. A scow or fart went by so close we could hear them talking and cussing and laughing--heard them plain; but we couldn't see no sign of them; it made you feel crawly; it was like spirits carrying on that way in the air. Jim said he believed it was spirits; but I says: "No, spirits wouldn't say, 'Dern the dern fog!'"

Words like these make grown men take this book and re-read it time and again. For in good literature like this are knowledge and enjoyment. Above all, reading is a joy that you should not miss.

As we've seen, a second major way in which people communicate with you is through art. Perhaps you think of art as either painting, sculpture, theater, architecture, or design--something you see in museums or art exhibits. It's unlikely that you think of art as T.V., or movies, or advertisements. We tend to separate art learned through books and museums from art as we experience it every day. This is an artificial separation. Art allows the artist to communicate to you the ideals of beauty and truth, and it serves to represent life as it is here and now.

When you listen to a beautiful piece of music, when you look at an engineering feat such as a tall building, when you feel the smoothness of polished wood, when you find fun and release in singing and dancing, or when you read a well-written book, you learn, you can appreciate, and you can be inspired. These are just a few of

the ways in which people speak to you through art, and if you will listen, you will become a participant.

* * *

Because Chapter 8 deals with how people communicate with you, here are some books which do an excellent job of communicating ideas.

George Orwell. 1984. (75¢, Signet Classics, 1301 Ave. of the Americas, New York, N. Y.)
A view into the future includes Big Brother and the Party watching every action and thought that might lead to the overthrow of the totalitarian state. Individuality and love are forbidden as human robots work for nothing except the glorification of Big Brother. Winston and Julia join the underground opposition against this strangle hold on their lives. Can they overwhelm the Party by their devotion to each other?

Uris Leon. Exodus. (75¢, Bantam Books, Inc., 271 Madison Ave., New York, N. Y.)
The author traveled by train, plane, and jeep over every part of Israel to make true-to-life this story of an American nurse and an Israeli freedom fighter caught up in the drama of establishing a new nation. The scenes are historic and the incidents really did happen as the Jews returned to their homeland after generations of wandering the face of the earth.

John Steinbeck. Grapes of Wrath. ($1.95, Viking Press, Inc., 625 Madison Ave., New York, N. Y.)
When drought and poverty forced the Joad family to leave their farm in Oklahoma, they packed up in a dilapidated old car and set out for California. They were only one family in thousands to locate there after the Depression; and like the others, the Joads found it difficult to live where large-scale economy showed no consideration for individual well-being.

William Golding. Lord of the Flies. ($1.25, G. P. Putman & Sons, 200 Madison Ave., New York, N. Y.)
Marooned on a small island, young boys must make decisions about what to do to stay alive. If only an adult would be present to guide them! Their desires are answered but in a strange and awesome way.

George Orwell. Animal Farm. (75¢, Signet Classics, 1301 Ave. of the Americas, New York, N. Y.)
Napoleon and Snowball are two pigs who lead a host of other animals against the human inhabitants of Manor Farm. When they gain control, they set up a totalitarian state and enjoy a whole range of human experiences that human beings would not like to admit are part of their daily lives.

Aldous Huxley. Brave New World. (60¢, Bantam Books, Inc., 271 Madison Ave., New York, N. Y.)
Life is part of a powerful system in this world of tomorrow; there is no individuality and people are scientifically conditioned to play roles like actors on a stage. All this is witnessed with alarm by a "savage" who is taken from his cage in the historical museum. This "savage" could be you!

C O N F I D E N T I A L

> Of all the inanimate objects, of all men's creations, books are the nearest to us, for they contain our very thoughts, our ambitions, our indignation, our illusions, our fidelity to truth, and our persistent leaning toward error. But most of all they resemble us in their precarious hold on life.
>
> Joseph Conrad

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 8

HOW DO PEOPLE COMMUNICATE WITH YOU?

A. WAYS IN WHICH PEOPLE COMMUNICATE.

The following list represents just a few of the ways in which people try to communicate with you. You're well aware of some, but others may startle you. Be sure to answer the brief questions.

1. Newspapers

   a. How frequently do I read the daily newspaper?

   b. What parts of the newspaper do I prefer to read?

2. Kissing

   a. What are the differences between kissing your aunt and kissing your date?

   b. How does a kiss communicate?

3. Television

   a. What are my favorite T.V. programs?

   b. Which T.V. programs make me think?

4. Religious Observence

   a. What does religion communicate to me?

   b. How does a sermon differ from a lecture?

5. Dancing

   a. Why do people enjoy dancing?

b. How important is dancing to me?

6. Books

a. What is my attitude about reading?

b. How could libraries do a better job of communication?

7. Films

a. How often do I go to the movies?

b. How do movies influence the mood I'm in?

8. Music

a. What kinds of music do I prefer?

b. How do people use music to communicate ideas?

9. Sporting Events

a. Why do people get so excited at sporting events?

b. Why do sports appeal more to some students than to others?

10. Magazines

a. Why are there so many pictures in most magazines?

b. Which magazines do I enjoy reading?

11. Letters

a. What time each day does your postman deliver mail?

b. Why do most people look forward so eagerly to receiving mail?

12. Radio & Records

a. How often do I listen to the radio?

b. Why do so many students collect records?

13. Museums, Exhibits, Fairs

a. How does the front man at a sideshow try to communicate?

b. How effectively do museums and exhibits communicate?

14. School

a. How important is it for schools to communicate facts to students?

b. How successful is my school when it comes to communicating with me?

15. Telephone

a. Why are teenagers always pictured in T.V. films, cartoons, etc. as talking on the telephone? (How true is the stereotype?)

b. Why does a telephone ringing late at night scare people?

B. LOOKING FOR ART

Art in many forms can be found all around you. It may be represented in a hubcap or an old barn, an advertisement or a painting, a swimming pool or a light post, a wristwatch or an overpass. In the next few hours explore your environment and then come up with an interesting and unusual art object. After you've located the art object, please answer the following questions:

1. What was the art object I selected?

2. Where did I find it and why did I choose it?

3. What are the pleasing aspects of the art object?

4. What criticisms might some people find in it as art?

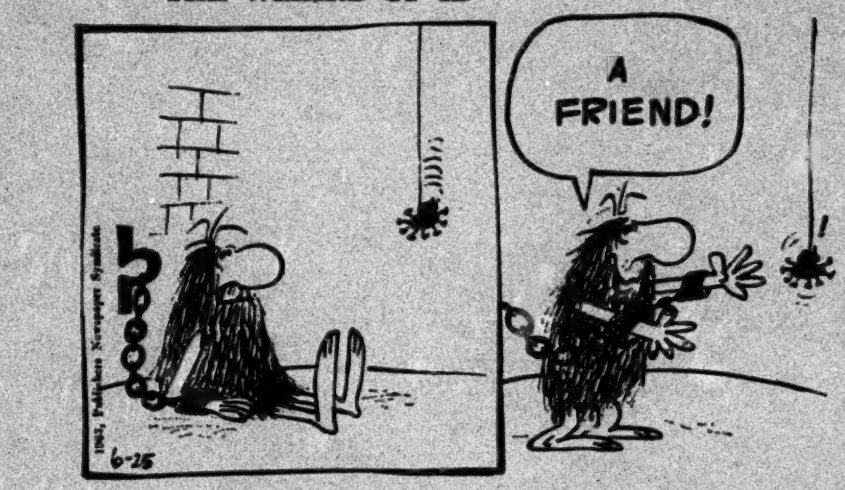
5. What personal meaning do I find in the art object?

* * *

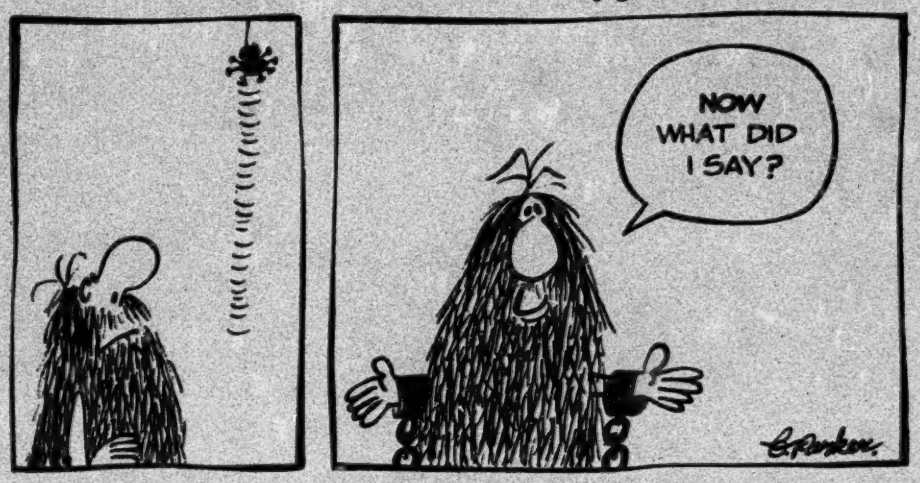
This concludes SDE 8. You've reflected on some ways in which the world communicates with you. The next chapter will ask: <u>How do you communicate with people</u>?

Please use the space below for any comments on questions for your Project Counselor.

THE WIZARD OF ID



by parker and hart



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CHAPTER 9

HOW DO YOU COMMUNICATE WITH PEOPLE?

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." With these words Henry David Thoreau was able to express what men have been thinking for centuries, that each of us is unique and therefore we will express ourselves and our feelings in various ways. The manner in which you express yourself reflects your character, your thoughts, and your emotions. Self-expression is one of the most exciting subjects you will consider in Project Self Discovery because it includes your feelings, your opinions, your abilities, and your goals--it is a composite of all the variables in your personality: it is your uniqueness.

There are at least two general meanings of the term "expression." One is that expression is what a person openly and deliberately tells about himself. For instance, a student "expresses" himself in a classroom; or an artist or dancer "expresses" himself in an artistic production. The second meaning, perhaps the more subtle and interesting, is not concerned with what you say about yourself, only how you express yourself: your style or characteristic manner of behaving. Take handwriting for example, as you write a friend you are deliberately expressing yourself in the words you select. However, the size of your margins, the manner in which you express yourself, and even the color paper and ink you choose to write with are all ways in which you communicate with people. (Dr. Howard Ketcham, a psychologist who specializes in colors, suggests that love letters of a passionate nature are best when you use white ink on purple paper. For a less intense impression of passion in a love note, a girl should use dark blue ink on rose paper; a boy, same kind of ink on pale blue paper.) So it is that you communicate with people in everything you do: the way you write, your voice and speech, your posture, your dress, your gestures, and even your gait.

Most communication is a combination of two levels of expression. To see how they work together, suppose you are invited to go on a blind date. When you and your date are introduced, both of you focus on the obvious small talk involved in getting acquainted.

But while this communication is going on, a more subtle communication is also taking place. You note, especially in the beginning, many things about your date, just as your date is busy noting things about you. The date may be attractive or unattractive, tall or short, young or mature, neatly or carelessly dressed, slender or heavy, incessantly active or placidly calm and collected, friendly or reserved. These ideas you form about your date are vague, but you cannot help making them, and your date, by her manner and behavior, cannot help causing you to make them. Thus, it is that you communicate with others just as others communicate with you.

Some situations in life tend to stifle expression, frustrate creativity, and hamper communications. Sometimes production-line jobs do this, sometimes impoverished home backgrounds do this, and sometimes, unfortunately, even school practices tend to restrict and suppress individual expression. Today, a major challenge to education is how to foster creativity and individuality among students like yourself.

Of course, there are restrictions within our society which are inevitable. In your school there are limits to what you can say and do, just as there are limits within the American system of democratic government. You can express yourself so long as it does not infring on the rights of others. From earliest childhood you have been taught to conform to rules and regulations, and you tend to feel uncomfortable when you fail to conform to what you think is expected. High school students, as a group, are particularly prone to conforming behavior: they feel compelled to follow the same patterns of dress, speech, and mannerisms as their friends. In general, such conformity is understandable, yet there are dangers in conforming to such a degree that you cannot be yourself. Communication with other people is a big part of life, and you must express yourself and your feelings in a meaningful and rewarding way.

All of the chapters in Project Self Discovery are designed to help you understand and utilize your abilities and to express yourself more adequately. In earlier chapters you explored how you see the world and other people, you took an objective view of yourself and your abilities, and you considered some of the techniques of success. In Chapter 8 you learned that drawing, painting, writing, athletics, hobbies, designing, acting, building, studying, loving, are only the beginning of a long list of ways in which people

communicate by expressing their individual and unique selves. All of these chapters suggest ways in which you can express your own interesting and marvelously individual personality.

Neither blind conformity nor beatnik radicalism is a solution to your expression, but a solution may be found in your sensitive, responsible, individuality.

* * *

Two excellent books on how to communicate effectively:

Dale Carnegie. How to Win Friends and Influence People. (50¢, Pocket Books, Inc., 630 Fifth Ave., New York, N.Y.)
A long time best seller, written by a non-psychologist, but one who has sensitive insight into people and their needs.

Samm S. Baker. Your Key to Creative Thinking. (75¢, Harper & Row, New York, N. Y., 1962.)
This book is filled with mental-exercise puzzlers to encourage you to express yourself in creative ways.

C O N F I D E N T I A L

Small boys throw rocks at frogs in fun,
But frogs die in earnest.

Paladin

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 9

HOW DO YOU COMMUNICATE WITH PEOPLE?

A. HOW CONSISTENT IS EXPRESSION?

The following experiments were adapted from Pattern and Growth in Personality by Gordon Allport, 1964.

1. On (a), (b), and (c) below, I am to write my own name just as I usually sign it. But on line (d) I should deliberately make an exact copy of what I wrote on line (c).

   (a) _____

   (b) _____

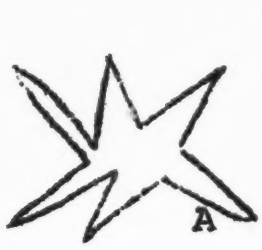
   (c) _____

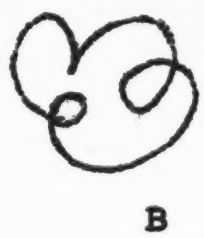
   (d) _____

2. Now I am to compare lines (a) and (b); also (c) and (d). What do I notice?

(I should find that (a) and (b) are much more similar than (c) and (d). When this demonstration works it illustrates that everyone has highly characteristic styles of writing, talking, walking, etc., and that only deliberate effort can alter this style.)

3. Now I should look at the two drawings below. Which one is properly named "Waleulo" and which one is "Craksquidik"?





4. How could I tell?

(The drawings are meaningless, but students seem to know which one should be called what. This illustrates that style, while highly elusive, is present in many seemingly unrelated forms.)

B. PERSONAL COMMUNICATION.

1. What personal traits seem to be characteristic of me?

2. What do these traits communicate to other people?

3. How much do I try to conform to the behavior of others?

4. What are some advantages to me in conforming?

5. What are some disadvantages?

6. What will guide me to determine when I should conform and when I should not conform?

C. SELF-RELIANCE.

Self-reliance is an important part of personal expression. The following quiz, taken from Better Ways of Growing Up by John and Dorathea Crowford, will help you to examine your own self-reliance. Space is left for your criticisms or comments.

_____ 1. I enjoy spending a few hours by myself

_____ 2. My most difficult problems I prefer to think about by myself.

_____ 3. I try to match the success of other people.

_____ 4. In a difficult situation I do not like to take a chance alone.

_____ 5. When I am ill I prefer not to have company.

_____ 6. When I feel "down" I do not seek out someone to cheer me.

_____ 7. I welcome advice when I make plans or work on hard jobs.

_____ 8. I often seek company when I feel sad.

_____ 9. I prefer not to share my responsibilities with others.

_____ 10. If I feel I am needed, I am always inclined to help.

_____ 11. I often feel a need to be with other people.

_____ 12. I do not like to make important decisions for myself.

_____ 13. I do not need close supervision to keep me hard at work.

_____ 14. My political and social views are a result of my own reading and thinking.

_____ 15. I usually seek advice when in difficulty.

_____ 16. I much prefer to work with others than by myself.

_____ 17. I usually need less outside help and advice now than I used to need when thinking through important plans and decisions.

_____ 18. My best qualities are not brought out by being part of a group.

_____ 19. Games and sports interest me much more than books.

_____ 20. I have difficulty in becoming completely absorbed in my work.

_____ 21. Generally I can get more ideas from books than from discussion.

_____ 22. Asking questions of the speaker at a meeting does not embarrass me.

_____ 23. Working very long in a solitary place would bother me.

_____ 24. A group party entertains me much more than books or movies.

_____ 25. I would not mind assuming responsibility for a companion while traveling.

* * *

(According to the Crawfords, responses to this quiz that indicate <u>self-reliance</u>: TRUE 1, 2, 5, 6, 9, 10, 13, 14, 17, 18, 19, 21, 22, and 25.

* * *

_____ 26. How valuable do I think the above quiz is in helping me to assess my own self-reliance?

D. **FREE EXPRESSION.**

One popular expressive technique that is often used by students simply consists of expressing on paper one's thoughts and feelings in periods of tension. The important aspect is to be completely free.

In the following space, allow every bothersome idea and feeling that comes to you to arise, and write at least some of it down. No one has to read it, <u>not even you</u>. You can, and probably should, destroy this one page after writing it. The objective of free writing is relaxation and gaining a few clear ideas about yourself. Try it.

CHAPTER 10

HOW IMPORTANT IS YOUR PERSON?

It's been said that the chief purpose of your body is to carry your brain around. Project Self Discovery seems to agree with the saying, for eleven of the twelve chapters deal with matters of the mind. Yet your physical person deserves attention too. It is the most obvious part of you, it is the image you present to other people, and it greatly influences your perceptions. This chapter treats the temple of your soul: your body.

As you know, good health is a very personal and important aspect of your entire life. It determines how you sleep at night and how you feel when you awake in the morning. It affects how successfully you deal with each day, from swimming to waxing a car, from dancing to studying, from dating to athletics. Among the things that influence your health are your weight, your diet, your rest, your physical fitness, your personal habits, and your grooming. These will be considered, in turn, in the following paragraphs.

Overweight or underweight is a concern to many teenagers (as you noticed in the girl's diary). Much of the problem comes because calories do count. For example, in the course of a day if your intake of food has a value of 4000 calories and you burn up only 3000, your body keeps the surplus 1000 calories and stores them somewhere in your body. When your body has tucked away 20,000 of these calories, you're five pounds fatter! On the other hand, if you consume more calories than you take in, then you become skinnier. A quick but rough guide to your "ideal" weight is to multiply the number of inches of your height above five feet by the factor 5.5 and add that to 110. For instance, if you are 5 feet, 10 inches tall, you calculate 10 times 5.5 which equals 55. Add 55 to 110 and you get an ideal weight of 165. Because this formula fails to consider your skeletal structure, your age, or your sex, it can only be considered approximate.

Probably you are generally aware of the values of a balanced diet, yet if you're like most teenagers, chances are that you either eat too little, or too much, or the wrong kind of food for optimum physical development. Therefore, all the information you can gain and

use on how to select food wisely is to your advantage. SDE 10 offers you a check list which will allow you to see how closely you come to choosing a balanced diet.

The need for rest varies enormously among individuals. Some people have been known to get along for weeks on short naps. For an interesting account of a young man who, in 1962, slept only 10 minutes at a time for weeks while in the field studying artic wolves, read Farly Mowat's Never Cry Wolf. Thomas Edison prided himself with needing only a few hours of sleep each night, although he frequently napped. Most young people follow a regular pattern of seven to nine hours of sleep each night. A good test of whether you're getting enough sleep is to ask yourself how peppy you feel throughout the day. If you fatigue easily and are very tired at night, it may be an indication that you need more sleep. Remember that if you fail to get enough rest, you will have difficulty in seemingly unrelated affairs. Being tired can greatly influence how you feel about yourself and your abilities.

Few things do more toward allowing you to enjoy the pleasures of living than being physically fit. Research by the Royal Canadian Air Force has shown that:

* the physically fit person is able to withstand fatigue for longer periods than the unfit;

* the physically fit person is better equipped to tolerate physical stress;

* the physically fit person has a stronger and more efficient heart,and

* there is a relationship between good mental alertness, absence of nervous tension, and physical fitness.

Taking exercises daily and being physically fit is clearly worth your trouble.

For good reason you have been warned repeatedly in school about the evils of smoking, drinking, narcotics, and other abuses to your person. Little remains to be said about these abuses except that the warnings against them are supported by ample scientific evidence. In the case of smoking, evidence is mounting that there is a significant relationship between tobacco and lung

cancer. As for liquor and narcotics, it is an unquestioned fact that they distort your perceptions, weaken your judgment, and reduce your general efficiency. The conclusions are clear: tobacco, alcohol, narcotics, each in its own way abuses your person.

In the massive book Statistical Abstracts of the United States, 1964, there is a chart giving "expectation of life by years' which shows that if you are:

16 years of age, your expected life span is 56.4 years.

17 years of age, your expected life span is 55.5 years.

18 years of age, your expected life span is 54.5 years.

But, this long life expectancy can be shortened to absolute zero if you fail to practice safety in whatever you're doing. The leading cause of death among teenagers is accidents. If you die in the next few years, it will most likely be because of your carelessness. Accidents don't just happen, they are caused by careless people. In driving a car, in swimming or surfing, in working around the house or on a part-time job, or whatever, practice good habits of safety.

One last thing that needs to be said about your person is the importance of good grooming. The very heart of good grooming is cleanliness. Keeping yourself really clean and forming numerous little habits of personal neatness is a sure way of being well-groomed. These little habits make a big difference. There is a little check list in the following SDE which allows you to evaluate how well you practice good grooming.

From this brief discussion of your physical body, your personal habits, and your grooming, it is easy to see that your person is a very important part of self discovery.

* * *

Two excellent books that may interest you:

Harry C. McKown. A Boy Grows Up. (McGraw Hill Book Co., Inc., New York, N. Y., 1949.)
This hard-cover book is available in many libraries. It covers many of the problems encountered by boys as they grow into manhood.

Arthur Roth. The Teen-Age Years. (60¢, MacFadden Books, Inc., New York, N. Y., 1962.)
An excellent medical guide to good health and peace of mind written by a doctor whose specialty is the teen-ager.

C O N F I D E N T I A L

He who gains a victory over other men is strong,
But he who gains a victory over himself is all-powerful.

Lao-Tse

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 10

HOW IMPORTANT IS YOUR PERSON?

A. A GOOD GROOMING CHECK LIST.

Check yourself on the following list to see how well you practice good grooming. Forming the following ten habits will go a long way toward developing you into a confident adult. Space is left between each question for your comments.

Yes	No		
_____	_____	1.	Dandruff problem kept in check?
_____	_____	2.	Breath acceptable?
_____	_____	3.	Hair kept neatly trimmed?
_____	_____	4.	Always carry a handkerchief?
_____	_____	5.	Always use an effective deodorant?
_____	_____	6.	Brush teeth twice a day?

Yes	No		
____	____	7.	Fingernails clean and trimmed?
____	____	8.	Clothes in good repair?
____	____	9.	Clothes clean and pressed?
____	____	10.	Bathe each day?

11. Suppose you went out on a "blind date" and discovered that your date had bad breath, smelled bad, and was generally ill groomed. How would you react to this person?

B. HOW APPEARANCE INFLUENCES OPINIONS.

What is your first reaction to the following appearances?

1. A bearded man:

2. A bearded man in a business suit:

3. A bearded man in tee shirt, bermudas, and sandals:

4. A doctor in freshly starched white lab coat:

5. A drunken student:

6. A girl with heavy makeup:

7. A neat, well-groomed soldier:

8. A boy with hair to his shoulders:

9. A student smoking a cigar:

10. A girl wearing her hair rolled up in public:

From the above answers, you can see how your appearance precedes you wherever you go.

C. A. SEVEN-DAY DIET CHECK.

The following chart is to help you check your eating habits for seven days. It was adapted from a U.S. Government guide to good diet for servicemen. (Foods listed in each of the seven are only suggestive of the types of food included in each class.)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
GROUP I - Green & yellow vegetables--raw, cooked, frozen, and canned.							
GROUP II - Oranges, tomatoes, grapefruit, cabbage, salad greens.							
GROUP III - Potatoes, vegetables, fruits--raw, dried, cooked, frozen, & canned--fruit & vegetable juices, pickles & relishes, jams & jellies.							
GROUP IV - Milk & milk products--fluid, evaporated, or dried milk--cheese, cream, buttermilk, & ice cream.							
GROUP V - Meat, poultry, & fish--fresh, canned, or cured; eggs, beans, peas, nuts, peanut butter.							
GROUP VI - Bread, flour, & cereals--whole grain, enriched, or fortified.							
GROUP VII - Butter & fortified margarine.							
TOTAL CHECK FOR EACH DAY.							

1. Ideally, I should consume some items from each of the seven basic classifications each day.

After using the above diet check list for seven days, what do I discover about my own diet?

D. SOME THOUGHTS ABOUT HABITS.

Answering the following questions will give you a clearer picture of the habits you may have:

1. What time do I go to bed at night, and when do I usually get up?

2. How physically fit am I?

3. What habits do I have that might be injurious to my health?

4. How would I classify my physical health?

5. What unnecessary risks do I take with my personal safety?

6. What is my weight now, and what would I like it to be?

7. What habits do I have that might make others mad at me?

8. What habits do I have that might make others like me?

9. How do others react to me at first?

10. What habits of others do I dislike?

11. How can I improve my personal habits?

* * *

And so ends SDE 10. If you have any questions or comments for your Project Counselor, simply use the space below.

CHAPTER 11

WHAT IS YOUR PHILOSOPHY?

As a result of the many things you experience from earliest infancy, you gradually develop a value system which influences everything you do. This value system, organized into a generalized philosophy of life, has a tremendous effect on you and on those with whom you come into contact. Therefore, understanding your own philosophy more clearly is a great aid in helping you to better understand yourself.

"Philosophy" is a word that you've encountered many times, and you have an idea of what it means. Dr. Mortimer Adler, director of the Institute for Philosophical Research, explains that philosophy is a system of understanding that has the quality of wisdom. It gives wisdom about man, his world, his God, the good life, and it concerns itself with fundamental questions about goals and the difference between right and wrong.

Philosophy, then, is a form of wisdom, and the difference between knowledge and wisdom was explained by Spurgeon: "To know is not to be wise. Many men know a great deal, and are all the greater fools for it . . . but to know how to use knowledge is to have wisdom." All around you there are examples of people whose behavior directly conflicts with their knowledge. Many people smoke in spite of the fact that they know that smoking is dangerous to their health; many other people refuse to travel by air even though they know that airplanes have a lower accident rate than most other forms of travel. So knowledge is not enough, it must be transformed into behavior to be effective.

The following brief exposure to several philosophic systems will give you a better insight into how men have established value systems in the past. These systems have deep roots in history and are not clearly distinct from one another. Their variations are many and not everyone who claims a certain system can agree on even its basic assumptions. Yet it is possible to classify these systems roughly, and a brief look at the major systems may give you a clearer notion of what philosophy can mean to you.

Plato is believed to be the founder of <u>Idealism</u>. He believed that man is a being quite apart from, and

superior to, the natural environment. If you were an Idealist, you would believe that man differs from lower animals in that he has a mind and soul, and that the real enduring substance of this world is intangible, spiritual, and intellectual in nature. As an Idealist, you would believe that man, by developing his mind, can learn and apply the "absolute" basic principles of truth, beauty, and goodness. These principles are universal and man's job is to discover them by distinguishing between the essential and the incidental, the object and its shadow. To the Idealist, for example, "reality" is essentially spiritual or the embodiment (expression) of mind or reason.

One of the sharpest splits between Idealism and Realism is over the question of ultimate "reality." To Aristotle, founder of Realism, reality lies not in the human mind, but in the objects and situations of the "real" objective world of nature, which exists completely independent of man and his mind. If you were a Realist, you would believe that the universe consists of absolute objective reality. The world exists whether man knows that it exists or not. We could know the "real" world if only our instruments for discovering reality (such as our microscopes, our telescopes, our measures, and even our senses) were perfect. If you were a Realist you would believe that man, like all other forms of life, is simply a product of biological evolution, and that man is born into the physical world to which he must adapt. Part of this physical world is the society in which you live. To the Realist, man's value system is based on his culture's long struggle to attain "the good life."

One of the more recent philosophies is Pragmatism (sometimes called "Instrumentalism," or "Experimentalism.") In a sense, this philosophy was developed as a revolt against both Idealism and Realism. If you were a Pragmatist, you would reject both the Idealistic notion that the human mind "transcends" (goes beyond) experience, and the Realistic argument that reality exists apart from man's knowledge. As a Pragmatist, you would say that what is "real" can be determined only by perception, and that your experiences may only be verified by the perceptions of other people. Values, such as goodness, truth, and beauty, are found, refined and modified as man gains experience and evaluates his perceptions through reflective thinking, the instrument for growth. Thus, there are no fixed and final values. Pragmatism does not begin with universal truths, as Idealism does, and

not with external reality, as Realism does, but begins with specific and particular perceived experiences.

In a real sense, American Democracy is as much a philosophy as it is a form of government. Its greatest concern is a way of life rather than a particular form of governmental organization. Harold Alberty, a noted educator, has summarized three unique philosophic ideas of Democracy, namely:

* It is a form of social organization that holds that the optimal development of the individual, of all individuals, is the highest good.

* The optimal development of all can be realized only to the extent that people have faith in intelligence as a method of solving individual and group problems.

* Man can achieve his highest possible development only through acting in concert with his fellows, each individual sensitive to the effects of his acts upon others.

These values of cooperation, self-direction, responsible independence, tolerance, and respect for reason form the basic ideals of Democracy. Many of these ideals have already been incorporated into your philosophy of life, and perhaps others should be included.

Many students build their philosophies of life on their religious beliefs, because religious sentiment is one of the most important guide lines to a system of values. Yet religious faith is not always satisfying as a foundation for a philosophy of life. For instance, some students maintain a childish religious faith that they formed early in life, where a diety is like a "Daddy Warbucks" or a "Superman," ever ready to care for every little self-centered whim and interest. This sort of religious faith provides ground for thinking that God prefers the people of certain countries, of certain colors, or of certain faiths. A more mature religious faith can provide sound ways for you to acquire a personal philosophy. This religious faith should provide you with a set of principles offering purpose to life and guides to your relationships with other people and with God.

Now what about your personal philosophy? Your value system, what you believe is right, and good, and

beautiful, and true will determine your philosophy. Your philosophy, then, is developed from the day you were born, and is reflected by everything you do. It is a quality of your entire life, not just a part. As your values change, so does your philosophy; and as you grow, you build for yourself a set of standards which provide you with a sense of purpose and direction in life. It follows, therefore, that you have a real responsibility for making yourself what you are and what you wish to be.

To conclude, your philosophy is vitally important to you because it serves as a basis for judging your own behavior as well as the behavior of others, and because it gives you a sense of what is correct and desirable. One of the greatest guides to behavior is a personal philosophy of life. Perhaps this is what Shakespeare meant when he wrote:

> . . . to thine own self be true,
> and it must follow, as the night and day,
> Thou canst not then be false to any man.

Know yourself, and be true to yourself--this is the real goal of this project--and of your life.

* * *

A classic book of values:

Plato. Republic. ($1.25, Penguin Books, Inc., 330 Clipper Mill Road, Baltimore, Md. 21211.)
The Republic is the first systematic attempt of man to describe the ideal, not as a baseless dream, but as a possible framework within which man's nature might find well being and happiness. The Republic attempts to answer the questions: "What does justice mean?" "How can justice be realized in human society?" and "How can society be reshaped so that man can realize the best that is in him?" Plato sets up a society in which these things are possible.

C O N F I D E N T I A L

I believe that man will not merely endure, he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past.

William Faulkner

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 11

WHAT IS YOUR PHILOSOPHY?

A. THE SOURCE OF VALUES.

Please answer the following:

1. Whose respect do I most desire?

2. Why do I desire this person's respect?

3. In a real crisis, to whom would I turn for help?

4. Why would I turn to this person?

5. What person has had the greatest influence on my life?

6. Why has this person had such an influence?

7. What influence has schooling had on my values?

8. To what degree are my values like thoseof my parents?

9. To what degree are my values like those of my friends?

b. EXAMINING VALUES.

Please study the photograph of a "Bonfire of 'anti-German' books by Nazis" (page 146) and then give your answers to the following questions:

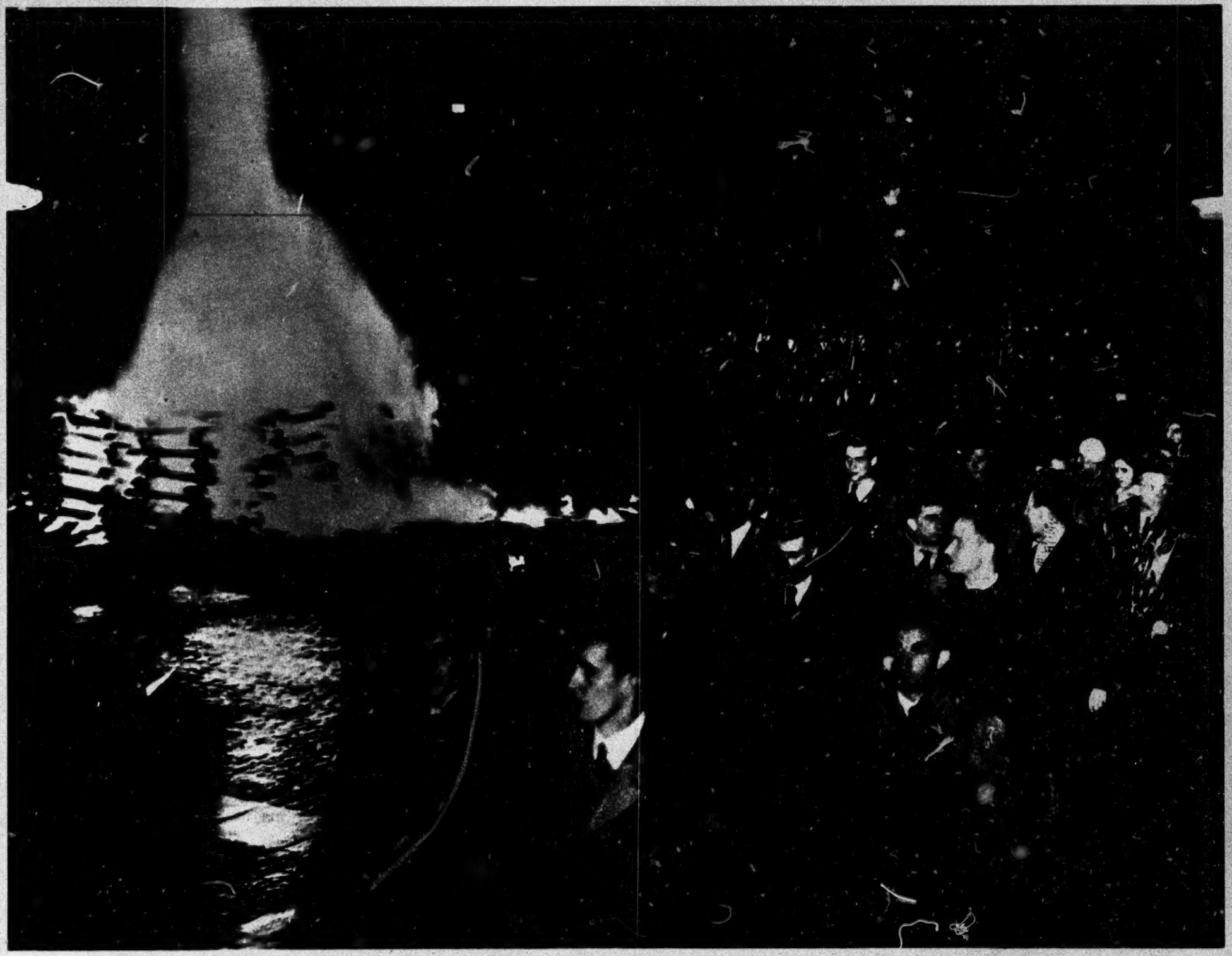
1. What is my reaction to this photograph?

2. Why are some people willing to burn books?

3. How can I determine "right" from "wrong" conduct?

4. How can I differentiate between "beauty" and "ugliness"?

(continued on page 147)



Bonfire of "anti-German" books by Nazis - Berlin, 1939

Reprinted by permission of Keystone Press Agency Inc.

5. How can I tell the difference between "reality" and "delusion"?

6. How do I react to people who are different or eccentric, or whose views are quite different from my own?

C. PHILOSOPHY CHECK LIST.

Am I:

	Often	Sometimes	Seldom
1. aware of beauty in odd places?	____	____	____
2. usually cooperative?	____	____	____
3. interested in other people?	____	____	____
4. considerate of others and their feelings?	____	____	____
5. respectful of the rights of others?	____	____	____
6. appreciative when others do something for me?	____	____	____
7. emotionally mature?	____	____	____
8. willing to defend a friend against unjust criticism?	____	____	____
9. inclined to be friendly?	____	____	____

		Often	Sometimes	Seldom
10.	tolerant of other races?	____	____	____
11.	tolerant of other religions?	____	____	____
12.	likely to follow through on promises?	____	____	____
13.	usually honest with myself?	____	____	____
14.	optimistic about my future?	____	____	____
15.	at ease with the opposite sex?	____	____	____
16.	polite to older persons?	____	____	____
17.	confident about my abilities?	____	____	____
18.	proud of my friends?	____	____	____
19.	studying in school?	____	____	____
20.	looking for ways to improve myself?	____	____	____

Ideally, you should have all of the checks in the "often" column, but a perfect score is quite unlikely. The important thing is to recognize which questions were answered "seldom," why they were answered "seldom," and what you can do to change the "seldom" into "often" responses.

D. FUTURE VALUES.

Chapter 11 stresses the idea that <u>you build for yourself</u> a set of standards which give you a direction in life. The following questions will help you to consider your standards.

1. In my opinion, what are the <u>really</u> <u>important</u> things in life?

2. How is my present behavior leading me to these important things?

3. What are the major points in my philosophy of life?

This ends SDE 11, but please use the back of this sheet if you wish to add any personal note.

CHAPTER 12

WHAT IS YOUR FUTURE?

What an exciting and critical period this is for you! During your school years you are making educational and vocational decisions that will largely determine your future career and life. To help you consider this challenge more clearly, this final chapter focuses on you and your future.

Of all the aids to planning your future, probably your school guidance department is the best equipped to help you in thinking about your career choice. It offers valid and reliable tests, interesting literature on job possibilities, and guidance from counselors. The counselors are probably your best aid in planning your vocational future, and this chapter should only serve as an adjunct to their services.

A wonderful thing about you is that you are able to make choices about where you want to live, where you want to work, and how you desire to spend the money you earn. Your mind is the basic tool for making the countless decisions which will determine your future. To lead a productive and enjoyable life you must make the best choices you can from the information available. It is through your efforts and your self-discipline that you succeed. Every day you are free to make choices, but you are not free to escape the consequences of your decision. You are truly the shaper of your own destiny!

In Project Self Discovery you have considered aspects of your personality, your abilities, your feelings, the process of communication, your physical being, and now is the time to look at the whole--YOU--and discover the means through which you can lead a productive and happy life. One of the most important things to consider is your vocational choice, because in a few short years it will occupy about one-third of your existence. This major part of your waking life is potentially capable of giving you great satisfaction because you not only work to live, but you live to work! Work furnishes exercise for your mind and body, it offers you the opportunity to contribute to other people, and it gives satisfaction in supporting yourself and your family. Not so obvious, but equally important, is the fact that work determines where you will live, the style and manner in which you will live, your social

friends, and the number of hours you will work. Indirectly it influences your opinions, attitudes, goals, values, your outlook on life, and even your length of life. Truly, your choice of occupation is almost as important as your choice of a marriage partner.

There are two general approaches to thinking about your career. One is the more traditional one of matching your abilities, strengths, and interests with a number of jobs until you find the right combination. The newer approach is the perceptual approach in which how you feel about yourself is given top priority. Consider the two approaches.

Traditional approach to choosing an occupation. Way back in 1908 Frank Parsons, "The father of modern vocational counseling" wrote a thoughtful book Choosing a Vocation which presented an approach to career choice that is even today the most widely accepted method. He told young people that "in the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts." If you care to choose this approach to finding a career, you would take the following steps:

* Knowing Yourself: An individual inventory is taken in which you figure up your assets. You ask yourself "what are my aptitudes, what things am I interested in? What is my health? What is my physical strength? Am I skilled with my hands? How bright am I? What special knowledge do I possess? What special skills? What special character assets?

* Knowing the Work: You acquaint yourself with as many job possibilities as possible. (The Dictionary of Occupational Titles, published by the U.S. Department of Labor, lists more than twenty thousand occupations). You talk with people in various occupations and go to visit places of work to investigate jobs. You would take afternoon and summer jobs to further learn about possibilities for employment. Your guidance department would be a big help here.

* Putting the two together: Once you have obtained information about your abilities and aptitudes and about certain occupational areas that interest you, the final step is to put the two together. You consider whether or not you can fulfill the requirements for getting the job. You ask yourself such things as: "Am I really interested in this job? Do I have the mental and physical qualities to succeed in this job? Am I willing to devote enough time and effort to meet the educational qualifications for this job?"

The "traditional approach" then, is to furnish you with information about yourself and about different types of occupations, and then to assist you in putting the two together.

The Perceptual Approach to Choosing an Occupation. In 1957 Donald Super wrote The Psychology of Careers which presents a perceptual approach to choosing a vocation. It emphasizes your attitudes and feelings rather than objective facts about your strengths and ability and knowledge. This approach argues that when you develop sufficient self-understanding and self-acceptance, you will be able to make your own best choices, to select your own best goals, and to carry out programs to attain these goals. The questions that Super thinks are most important are:

What sort of person do I think I am?
What sort of person would I like to be?
What are my aptitudes and interests?
What can I do to reconcile my "ideal" self with my real self?
What outlets are there for me with my needs, values, interests, and aptitudes?
How can I make use of these outlets?

According to Dr. Super, when you choose an occupation you are, in effect, choosing a vital means of implementing your self-concept.

For example, as a high school student Bill Avila was easy-going, fun-loving, and a loafer in his academic work. His potential for academic achievement was superior according to his measured aptitudes, but his grades and achievement test scores were low. Bill's major interests were music (in which he was quite talented), reading (which he loved), and other people (whom he

honestly liked and respected). He was usually tastefully dressed and was always careful of his personal grooming. All in all, Bill was a likable, cultivated, and musically talented young man.

Bill's father worked on the N & W Railroad, and so when Bill graduated from high school, his father arranged a good-paying job for him as a yard clerk. The job was "too good to pass up" and so Bill spent several years working in this vocation. It was healthy, interesting, but grimy work which required him to work outside most of the time, keeping records of rail traffic in the railroad yards. Yet Bill was miserably unhappy because the job was not compatable with the way he saw himself, and it failed to let him be the kind of person he really was.

Finally, Bill quit his job and enrolled in a neighboring junior college. Today, Bill is a contented high school music teacher. He is surrounded by the things he loves and is fulfilling the sort of role in life that he wants. His self-concept and his vocation are in agreement.

Had Bill understood himself better and realized more clearly the things he valued most in life, and had he known in what types of careers these values might be found, he would have avoided several years of vocational maladjustment and personal unhappiness.

Both approaches believe that you should <u>know yourself</u> as realistically as possible, and that various types of tests, inventories, and other materials provided by your guidance office can be of great help in this. Both agree that vocational choice is a continuous process, and that there is no one point at which you make your vocational choice.

William Reilly in his book <u>Career Planning for High School Students</u> has summarized three ideas about career planning that will help you to get off to a good start in thinking about your future:

* It's not a good idea for you to try to decide, all at once, what you are going to want to do for the rest of your life.

* No matter how important money may be to you, it's a big mistake for you to let immediate financial considerations dominate your choice

of a job or prevent you from following your real career desires.

* The most important thing to consider first in planning your career is what <u>you yourself</u> really <u>want</u> to do.

Remember, it's not by chance that many people, when asked "who are you?" respond by stating their occupation. Your future occupation will play a great role in determining your future happiness. Choose wisely.

* * *

"Baby, this is the world, so inhale and exhale and be with us awhile."

* * *

Some good books about your tomorrow:

Ruth Strang. <u>Target: Tomorrow, An Educational and Vocational Guide for Teenagers</u>. (50¢, The Dell Publishing Co., Inc., New York, N. Y., 1964.)
This very fine book is written for you from the teenager's point of view. It answers a lot of questions on choosing your future.

William J. Reilly. <u>Career Planning for High School Students</u>. (Harper & Brothers, Publishers, New York, N. Y., 1953.)
A hard-back book which provides an over-view of steps to take in planning your future vocation.

James R. Squire. <u>Survival</u>. ($1.95, Scholastic Book Services, 33 West 42nd St., New York, 36, N. Y.)
Suvvival is not so much our struggle against nature, nor our struggle to live well with our fellow man; ultimately it is the struggle within ourselves--our determination, our courage, our inner strength and our faith that will bring us through. In this collection of stories and articles are men and women who have struggled for survival.

C O N F I D E N T I A L

Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng,
But in ourselves, are triumph and defeat.

Longfellow

Your Name: _____

Today's Date: _____

SELF DISCOVERY EXERCISE

SDE 12

WHAT IS YOUR FUTURE?

A. VOCATIONAL CAREERS.

Think objectively about your future career by answering the following:

1. What are my educational goals?

2. What career would I like to follow?

3. How realistic is this career choice?

4. How much money do I expect to earn in a year?

5. How do I expect to earn this sum?

6. How much schooling will this career require?

7. How much education would I like my marriage partner to have?

8. If I were offered a $2,000.00 scholarship to further my education in any direction, what would I choose to study?

B. VOCATIONAL INVENTORY #1.

1. The following inventory is to get me to think about my vocational aptitude in the business world.*

Yes	No		
____	____	1.	Do I have a natural flair for organizing activities of others?
____	____	2.	Do I smile readily and naturally?
____	____	3.	Do I make friends easily?
____	____	4.	Am I fastidious about my appearance at all times?
____	____	5.	Do I avoid "bossing" other people?
____	____	6.	Do I refrain from making sarcastic remarks?
____	____	7.	Do I control my impulse to meddle in other people's business?
____	____	8.	When necessary to give constructive criticism, can I do so without giving offense?
____	____	9.	Do I go out of my way to help others?
____	____	10.	Am I thoughtful and considerate of the feelings of other people?
____	____	11.	Is my voice pleasing and well modulated?
____	____	12.	When people bore me, do I conceal it?
____	____	13.	Am I usually cheerful?
____	____	14.	Am I sincere in what I say and do?
____	____	15.	Do I refrain from showing off how much I know?
____	____	16.	Can I talk to the boss as easily as to the office boy?

*Adopted from Ester Eberstadt Brook's Guide to Career Success (New York: Harper & Brothers, 1947), pp. 15-16. Reprinted by permission of Harper & Row, Publishers.

Yes	No		
____	____	17.	Can I put people at their ease?
____	____	18.	Do I refrain from talking about myself?
____	____	19.	Am I always on the alert to improve my vocabulary, pronunciation, and grammar?
____	____	20.	Am I a good listener?
____	____	21.	Do I feel at ease in a group of people whom I have just met?
____	____	22.	Have I a good memory for names and faces?
____	____	23.	Do I avoid making fun of others behind their backs?
____	____	24.	Can I be depended upon to do what I say I'll do?
____	____	25.	Do I avoid gossiping?

2. Give myself 4 point for each "yes" response. My score: _____.

   A score of 80 percent reveals a good personality rating for the business world. Study the points you missed and determine to work toward personal improvement.

3. How much does my score on this quiz agree with my own idea of how suited I am for business?

C. VOCATIONAL INVENTORY #2.

1. The following inventory is to get me to think about whether I prefer to work alone or to work with others in constant activity.*

Yes	No		
_____	_____	1.	Am I impulsive in my thoughts and actions?
_____	_____	2.	Is it easy for me to meet strangers and start a conversation?
_____	_____	3.	Do I tend to flit from one activity to another?
_____	_____	4.	Do I like to speak in public, or before a group?
_____	_____	5.	Would I prefer to work with people, rather than by myself?
_____	_____	6.	Am I usually insensitive to the opinions or remarks of others?
_____	_____	7.	Do I like to work in an atmosphere of change and variety?
_____	_____	8.	Am I easily adaptable?
_____	_____	9.	Am I self-confident?
_____	_____	10.	Is my enthusiasm easily aroused?
_____	_____	11.	Would I rather talk with people than write letters to them?
_____	_____	12.	Do I like to join organizations and clubs?
_____	_____	13.	Do I dislike to take orders from people?
_____	_____	14.	Do I refuse to cross my bridges until I come to them?
_____	_____	15.	Do I prefer activities that call for energy and pep?

* Adapted from Esther Eberstadt Brook's Guide to Career Success (New York: Harper & Brothers, 1947), pp. 15-16. Reprinted by permission of Harper & Row, Publishers.

Yes	No		
_____	_____	16.	Am I stimulated by the rush and excitement of crowds?
_____	_____	17.	Do I like to direct the activities of others?
_____	_____	18.	Am I resourceful?
_____	_____	19.	Do I like to assume responsibility?
_____	_____	20.	Do I tend to be either "up in the air" or "down in the dumps"?
_____	_____	21.	Do I usually make my own decisions rather than seeking others' advice?
_____	_____	22.	Can I approach business appointments with self-confidence, rather than having to force myself to keep the appointment?
_____	_____	23.	Do I work best against a deadline?
_____	_____	24.	Do I insist that others accept my ideas and suggestions?
_____	_____	25.	Do I display initiative in both business and social activities?

2. Give myself 4 point for each "yes" response. My score: _____.

3. A score below 25 percent indicates an "introspective" quiet, reflective type of person who would probably prefer to work alone. If my score is above 75 percent, I am probably the expressive type and would prefer to work with people in constant activity. How does my personal opinion of myself compare with the findings of this inventory?

D. STRENGTH AND WEAKNESS CHECKSHEET:

	ACHIEVEMENT (Check One)					INTEREST (Check One)				
Subject Areas	Very High	High	Average	Low	Very Low	Very High	High	Average	Low	Very Low
Math										
English										
Science										
History										
Social Studies										
Phy. Ed.										
(Others)										
Write in Extra-Curricular Activities:										
Write in Out-Of-School Activities:										

1. Judging by the checksheet, it appears that my strongest interests are in

2. It also seems that my strongest aptitudes are in the area of

3. I show little or no interest in these areas:

4. Judging from the above, for what types of jobs am I best suited?

E. LEISURE TIME ACTIVITIES.

1. If I won $100.00 in a contest tomorrow, how would I spend it?

2. What is my idea of an "ideal" vacation?

3. What would I like as a hobby?

4. What is my idea of a really good party?

5. Judging by the above answers, how am I likely to spend my leisure time in the future?

6. How satisfied am I with spending my future leisure this way?

F. MYSELF IN TEN YEARS.

1. At what age would I like to get married?

2. What size family would I like to have?

3. At what age will I allow my children to use my car?

4. At what time will my teen age children have to be in at night?

5. How long would I like to know my mate before marriage?

6. What qualities do I hope my children have?

7. How important will religion be in the lives of my family?

This is the end of Chapter 12, SDE 12, and the Project, but it's only the beginning of discovering yourself. Keep this Project in a safe place and look back over it from time to time. You'll find that it will become even more meaningful as you grow into your future.

With very best wishes,

Your Project Counselor

APPENDIX B

SELF RANKING INVENTORY

Your Name: _____ Sex: _____ Date of Birth: _____
(last) (first) (middle)

Home Address: _____ Year in School (as of Sept. 65): _____

Father's (or guardian's) occupation or job title: _____
(please be exact)

Dear student:

The purpose of this inventory is to see how well you can judge your own personality. Your judgments about yourself will be compared with those of other students your age in a study to see how well teen-agers understand themselves. This is confidential; so please be as honest and frank as possible.

Directions

On the following pages you will find eighteen personal traits described. Each trait is followed by a percentage scale. You are to read each description and then place an "X" somewhere on the scale to indicate how you think you compare with other young people your age and sex.

Boys should compare themselves with boys <u>in general</u>, regardless of ability or how well school work is done. Girls should compare themselves with girls <u>in general</u> in the same manner; same age, without reference to ability or class rank in regular school.

For example, if you place an "X" at the percentage point of 75, this indicates that you think you possess this trait to a greater degree than 75 per cent of the students your age and sex; that is, you are above average in this trait.

Or, if you place an "X" at a percentage point of 50, this indicates that you think you possess this trait to a greater degree than 50 per cent of the students your age and sex; that is, you are near the average in this trait.

Or, if you place an "X" at a percentage point of 25, this indicates that you think you possess this trait to a greater degree than 25 per cent of the students your age and sex; that is, you are below average in this trait.

Now turn the page, read each personal trait description, and place an "X" somewhere along each scale to indicate how you think you compare on each trait with other students your age and sex.

1. Self-Control. This trait is defined as self-regulation and self-control, and the freedom from impulsivity and self-centeredness. It is characteristic of persons who are not impulsive, or given to acting on the spur of the moment.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Good Impression. This trait is defined as an interest in making a good impression and being concerned about how others will react to oneself. It is characteristic of persons capable of creating a favorable impression.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. Sense of Well-being. This trait is defined as a sense of physical and emotional well-being and comfort; the feeling of being able to enjoy life. It is characteristic of persons who minimize their worries and complaints and who are relatively free from self-doubt and disillusionment.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4. Tolerance. This trait is defined as acceptance of others, being openminded and unprejudiced about beliefs and values quite different from one's own. It is characteristic of persons with permissive, accepting, and non-judgmental social beliefs and attitudes.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5. Dominance. This trait is defined as leadership ability, social initiative, and the tendency to behave in a strong and resolute manner.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. Sociability. This trait is defined as a liking for and interest in social life and activity, being out-going and sociable. It is characteristic of the kind of person who enjoys group activities and likes to be with and work with other people.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

7. Responsibility. This trait is defined as seriousness of thought and manner, conscientiousness, and dependable disposition and temperament. It is characteristic of the kind of person that others tend to rely on.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

8. Socialization. This trait is defined as a strong sense of uprightness and propriety, acceptance of rules, proper authority, and customs. It is characteristic of the person who seldom if ever gets into trouble.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

9. Flexibility. This trait is defined as adaptability and flexibility of a person's thinking and social behavior; the liking for change and innovation and even a preference for things new and untried.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

10. Communality. This trait is defined as a fitting in with the crowd, having the same reactions and feelings as everyone else, and seeing things the way other people do.

:....:
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

11. Intellectual Efficiency. This trait is defined as the efficiency with which one uses intellectual and personal resources; the ability to start work quickly, without need to delay or postpone things, and to keep working on intellectual tasks over long periods of time.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

12. Self-acceptance. This trait is defined as sense of personal worth, self-acceptance, freedom from self-doubt, and capacity for independent thinking and action.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

13. Capacity for Status. This trait is defined as the personal qualities which underlie and lead to status and social attainment; being ambitious, forceful, and interested in success. It is characteristic of the person who will get ahead in the world.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

14. Achievement through Conformance. This trait is defined as those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior. It is characteristic of the kind of person who has a strong need for achievement, and who is at his best in a situation having definite rules and regulations, or carrying out a task planned and suggested by a supervisor.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

15. Achievement through Independence. This trait is defined as those factors of interest and motivation which facilitate achievement in any setting where autonomy and independance are positive behaviors. It is characteristic of the kind of person who has a strong need for achievement, and who is at his best in new or untried situations where he must work on his own and without help or supervision.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

16. Psychological-Mindedness. This trait is defined as sensitivity to others, being interested in, and responsive to, the inner needs, motives, feelings, and experiences of others; having a knack for understanding how others feel and react inwardly.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

17. Social Presence. This trait is defined as poise, spontaneity, and self-confidence in personal and social interaction.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

18. Femininity. This trait is defined as the tendency to help and support others through patience and loving kindness; being in general gentle and sympathetic in behavior.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Thank you